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ABSTRACT

This handbook is intended to help Chapter 1 project staff create a developmentally appropriate early childhood program for preschool and kindergarten through second grade. It is a companion piece to two workshops developed to acquaint early childhood staff with developmentally appropriate practices. An introduction describes the philosophy and effects of developmentally appropriate programs. A section on program development discusses issues critical to developing developmentally appropriate programs, steps in program implementation, and five programs in three northwestern states. A section on program assessment considers guidelines and issues relevant to program assessment, approaches to developmentally appropriate assessment, the establishment of desired program outcomes, and program evaluation. A list of 15 references is provided. Appendices include: a guide to child development; a 35-item annotated bibliography; a teacher survey; a sample developmentally appropriate curriculum; a list of activities designed to encourage parent involvement; descriptions of accountability standards for early childhood education; a summary of characteristics of several screening and assessment instruments; a copy of a parent questionnaire; a description of desired educational outcomes; and a profile of developmentally appropriate assessment practices. (BC)

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HANDBOOK ON PROGRAM DEVELOPMENT AND ASSESSMENT

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June 1991

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PREFACE

This handbook is intended to assist Chapter 1 project staff in creating a developmentally appropriate early childhood program for their preschool and kindergarten through second-grade children.

It is a companion piece to two workshops developed to acquaint early childhood staff with developmentally appropriate practices and their assessment. If individual staff in a district are unable to attend the workshops, then they will be able to use the handbook as a substitute. The handbook may also serve those districts who may not be able to schedule inservice training.

The workshops on which the handbook is based were pilot tested in two Oregon school districts: Lincoln County School District (Newport) and South Lane School District (Cottage Grove). They were also reviewed by Dr. Christine Chaille, associate professor of early childhood education in the College of Education at the University of Oregon, Eugene, and by teachers in the Eugene (Oregon) School District. We wish to thank Dr. Chaille, workshop participants and Eugene teachers for their valuable reactions to these materials.

INTRODUCTION

Developmental Philosophy and the Stages of Child Development

Developmental philosophy is an alternative to the status quo. Currently, developmental philosophy carries less influence in American education than "psychometric" philosophy. According to the psychometric point of view, individuals have different, measurable amounts of intellectual abilities. On the other hand, developmentalists maintain that individuals differ only in the extent to which their abilities have thus far been developed. The implication is that we all have equal amounts of potential (with the exception of people with developmental disabilities).

The concept of "developmentally appropriate" education comes from developmental philosophy, of which there are several versions. Most developmentally appropriate curricula originated from the research and theory of Piaget. His theory posits a developmental sequence from sensorimotor operations in infancy to pre-operational thinking in preschool years and concrete operations in primary grades.

Child development occurs along several dimensions simultaneously. One set of dimensions comprises communication, social, physical and cognitive. (Some schema also include an emotional dimension). Within each of these, certain predictable sequences of emerging behaviors occur at particular ages. However, they may appear sooner or later for individual children; different dimensions may develop at varying rates; and developmental rates may slow down or speed up at different times in a child's life.

Although individual levels and rates of development vary, guides to child development attempt to indicate *roughly* when the *average* child exhibits various behaviors. Such guides usually provide both brief outlines of behaviors from approximately ages 1-7 and detailed charts that describe characteristics in the different growth areas (physical, cognitive, affective, etc.). They may also offer developmentally appropriate activities for various age groups, e.g., 12-15 months, 15-18 months, 18-24 months, 2 to 2 1/2 years. These provide only general guidelines as every child grows at his or her own rate and no two children are exactly alike at a given age. Appendix A contains a sample guide to child development.

Developmental Appropriateness

In general, a developmental perspective suggests matching curricula to children's current level of development, while the psychometric perspective favors ability grouping. It views learning as a creative activity that depends upon content, not on innate ability. The aim of developmentally appropriate education is not simply to maximize quantifiable knowledge and skills but to allow each child to create his or her own knowledge.

Developmental appropriateness is a combination of age appropriateness and individual appropriateness. To insure an age-appropriate curriculum, teachers prepare the learning environment and plan appropriate experiences based on knowledge of universal, predictable sequences of physical, emotional, social, and cognitive child development. To insure individual appropriateness, curriculum and adult-child interactions are responsive to individual differences. Cooperative learning is one strategy used in

developmentally appropriate programs that gives each child the opportunity to contribute on his or her developmental level. Cooperative learning is at its best when the low achiever's contribution is just as valuable as the high achiever's. Children may be assessed on their improvement over past performances (rather than their standing relative to others) or receive opportunities to contribute in ways that reflect their unique skills (e.g. the "artist" draws and the "mathematician" computes for a given project). The guiding principle is that each child is unique, with an individual pattern and timing of growth, personality, learning style and family background.

Effects of Developmentally Appropriate Practices

The National Association of School Boards of Education in its report, *Right from the Start: A Report on the NASBE Task Force on Early Childhood Education*, recommends that early childhood units reflect the task force's belief in sound child development principles: that learning occurs best when there is a focus on the whole child; that learning for children and adults is interactive; that young children learn from concrete work and play, much of which is child-initiated; and that young children are profoundly influenced by their families and the surrounding community. These principles form the basis for its recommendation that early childhood programs include developmentally appropriate curriculum.

In addition to the support of NASBE and the National Association for the Education of Young Children (NAEYC), research also points to benefits for students in developmentally appropriate programs.

One of the earliest attempts at implementing the developmental philosophy occurred in the *Perry Preschool Project* which served 123 disadvantaged, low-IQ children from Ypsilanti, Michigan. The project's approach emphasized developmentally appropriate activities and stressed the role of students' planning and initiation in their own learning. A significantly higher percentage of the group receiving this approach graduated from high school compared with a control group. Long-term effects included fewer arrests and higher employment levels. In the short term, students had fewer special education placements and grade retentions.

The research also identifies short-term benefits. For example, children in more flexible programs tend to be more motivated (Cannella, 1986; Gottfried, 1983); have higher self-esteem; persist more in independent tasks (Huston-Stein, Friedrich-Cofer & Susman, 1977, Miller & Dyer, 1975); and develop better problem-solving abilities (Fry & Addington, 1984).

Some long-term effects found in the research literature include:

- increase in percentage of students who graduate from high school
- greater social and emotional maturity
- fewer referrals for remedial classes and special education

- fewer retentions
- better attitudes toward school

It should be noted that these long-term benefits are also attributed to preschool programs in general.

The annotated bibliography in Appendix B describes articles that more fully outline the benefits of developmentally appropriate practices.

PROGRAM DEVELOPMENT

Introduction

In broad brushstrokes, a developmentally appropriate program would include the following characteristics (Hitz and NAESP, 1990):

- Responsive to individual developmental differences
- Focus on whole child
- Active involvement of children
- Cooperative learning
- Continuous progress assessed through multiple means
- Teacher-directed and child-initiated activities
- Independent and guided activities
- Large-group, small-group, and individual activities
- Parents as partners

Smyser (1990) maintains that pre-kindergarten programs contain three critical elements: the teacher, the program space and the program itself. The teacher plays the role of parent, nurse, custodian, police officer and CEO. This requires a high energy level, specialized training, creativity, and flexibility. Genuine respect and love for preschoolers are also needed.

The classroom space must support the pre-kindergarten curriculum. Laying out interest centers, selection of furniture and its compatibility with program objectives are all important factors to consider.

A developmentally appropriate curriculum accommodates less structured, manipulative-based play activities that relate to children's development. A balance is also needed between teacher-directed and child-selected activities that address the physical, cognitive, social and emotional needs of the age group.

In addition, many view parents as a critical factor. Although involved parents are assets to early childhood programs, they benefit as well (Cotton and Conklin, 1989). Program involvement causes parents to:

- Have better attitudes towards their children's schooling
- have higher expectations for their children's learning and greater satisfaction with their children's achievements

- contact teachers more often, even though their children had fewer school problems than children who had not been to preschool

Critical Issues

Teachers

A developmentally appropriate program does not magically pop into existence, but is built gradually step-by-step. Early childhood teachers need to consider four major components as they seek to make their classrooms and program more developmentally appropriate. (See Appendix C for a survey that helps teachers analyze their classrooms and programs for developmental appropriateness.) Listed below are brief descriptions of the four major program components.

1. **Learning Environment.** Learning environment comprises four main elements: (1) room arrangement or use of space; (2) learning tools or equipment, materials and supplies; (3) scheduling and use of time; and (4) program tone. DAP teachers use space to encourage exploration, independence, and harmonious interaction and cooperative learning. Their learning tools accommodate developmental capabilities, may be used in a variety of ways, and are furnished in sufficient numbers to facilitate at least four children playing cooperatively. Classroom materials are diverse to meet the varied needs of children, rather than reflecting a teacher's personal style or preferences. The schedule allows time for children to plan, implement and describe their activities, reflects children's developmental needs (freedom of movement; child-initiated activities; focused attention; structured, large group activities), and provides a well-balanced daily routine (active vs. quiet, individual vs. small group vs. large group, indoor vs. outdoor, etc.). The tone of their programs provide classroom atmospheres that promote such things as stability, safety, warmth, enthusiasm, self discipline, risk taking, autonomy and cooperation.
2. **Integrated Curriculum.** A developmentally appropriate curriculum provides and facilitates interactive play as the central activity of a variety of learning centers that address curriculum goals as well as individual characteristics and interests of children. Possible centers include construction center, writing center, library center, dramatic play center, art center, multisensory center, exploration (science) center, cooking center, large motor center (running, jumping, etc.), and game center. These centers are united through the use of "themes" so that learning is integrated. If food and nutrition is the theme, then the dramatic play center may become a restaurant, the art and writing centers may produce an illustrated menu, the cooking center becomes the restaurant's kitchen.
3. **Roles of Players.** Teachers in a developmentally appropriate program need to rethink their roles as well as the roles of children, teacher assistants, parents, other volunteers, specialists, and administrators. For a program to be successful, everyone must make adjustments in their thinking and behaviors.

4. **Home-School-Community Partnerships.** Teachers will need to consider the following issues: family and cultural diversity, parent involvement, open communication with parents, continuity building with other school staff and home, prekindergarten and elementary school programs. Again, a slightly different approach or emphasis will be called for.

Space

Morrow (1989) points out that preparing a classroom's physical environment is often overlooked in instructional planning, but careful attention to it contributes to the success of an instructional program. Concentrating on pedagogical and interpersonal factors, teachers and curriculum developers often give little attention to the spatial context in which teaching and learning occur. This often results in a situation in which the physical environment does not support the activities and needs of students. In a developmentally appropriate program, special emphasis is given to making the physical environment supportive of students' needs. To nourish emerging literacy, one must provide a literacy rich environment, take an interdisciplinary approach, and recognize individual differences and levels of development. Classroom arrangement is one factor that feeds a literacy rich environment. No single way is recommended: teachers need to organize their rooms to suit both their needs and personal preferences and those of their students.

Some helpful guidelines are:

1. Arrange classroom as **centers** with sections dedicated to particular activities or content areas. General materials pertinent to the content area as well as materials specific to topics currently under study are available in the center. These resources are designed to develop literacy as well as present content. They are usually manipulatives and designed so that students can use them independently or in small groups.
2. Separate centers by furniture that houses materials and serves as a partition.
3. Design the room so that the teacher can hold large group instruction when students are at their desks or tables, or sitting on the floor in one of the center areas large enough for the entire class to meet together.
4. Position centers so that areas where "quiet work" is required, e.g., math or science, are situated away from areas where "noisy work" is the norm, e.g., drama, blocks, art.
5. Allow space for a teacher conference table where small group and individualized instruction may occur. It should be placed in a quiet area of the room but situated so the teacher can see the rest of the room where students are working independently.
6. Make the literacy center the focal point of the room; allow enough space to convey the message that reading, writing and oral language is a valued and important part of the classroom.

A rich literacy environment allows for adult guidance and social interaction with peers. It underscores the concurrent, integrated nature of learning and using oral language,

reading and writing. The room is designed to promote functional literacy through real life experiences that are meaningful and interesting to students. It provides for the integration of literacy and content areas to add enthusiasm, motivation and meaning. It provides space for personal growth through direct instruction in small group and individual learning settings. It also provides ample space for children to learn independently and with peers through manipulation, exploration and play.

The room is designed to help students associate literacy with enjoyment. With an appealing physical design interesting activities and guidance of a competent teacher, the school environment will assist students to develop literacy through pleasurable, positive and successful experiences, thus ensuring a lifelong desire to refine and use literacy skills.

Curriculum

Agreement is yet to come on what constitutes a model developmentally appropriate curriculum. Essential elements would include making allowance for:

1. *instruction* that is child centered, activity oriented, subject matter integrated, age appropriate, and individually appropriate
2. the maximum *student involvement* in integrated learning that meets students' developmental needs
3. *assessment* that has teacher observation as a major focus and progress reports that are narrative in form and individual rather than comparative
4. an *environment* that is challenging and nurturing and that facilitates the transition from home to school and group to group
5. the *social and emotional development* of students
6. enhanced *family involvement*
7. *flexibility* in school and classroom organization
8. ongoing *professional growth* of all staff

Included in Appendix D is a sample curriculum developed by a local school district which incorporates these features. This curriculum, developed by the Corvallis (Oregon) School District, takes the above eight essential elements and delineates characteristics and practices for each. For example, under "Instruction," characteristic 1.3 is: Learning materials and activities are concrete, real and relevant to children's lives. Examples under "Practices" include: Manipulatives are incorporated into planned instructional activities and kept readily accessible for informal student use; a variety of work places is provided and flexibility used; and learning materials and activities reflect the child's world in and out of school. A "Method and Techniques" section is left open-ended so that individuals may record how they have implemented a particular practice.

Parents

Parent involvement is an important feature of a developmentally appropriate program because it carries so much potential as a positive influence. The following checklist (Balasubramanian and Turnbull, 1988) describes elements of an exemplary parent involvement program:

- Organizes home visits and other outreach activities by program staff in order to help parents teach their own children
- Arranges parent-teacher conferences
- Conducts classes on child development
- Provides weekend sessions for all parents
- Videotapes parent-child interaction and provide feedback
- Circulates toys, library books, and news articles
- Invites participation in parent advisory committees
- Involves parents as volunteers or paid staff assistants

A comprehensive list of possible parent involvement activities and an eight-step procedures for improving parent involvement may be found in Appendix E.

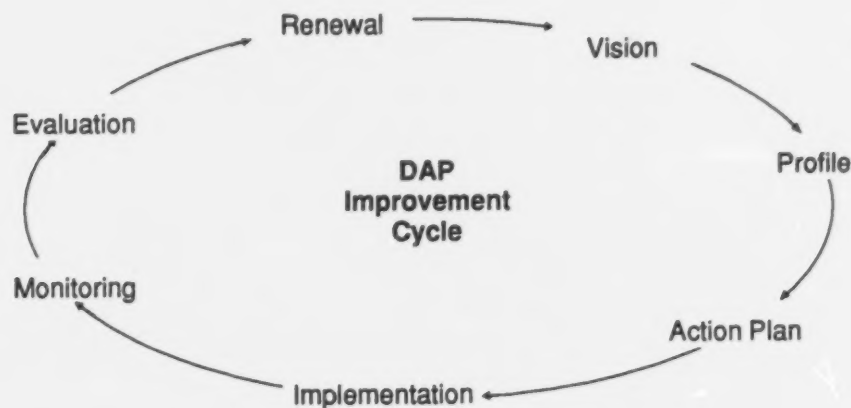
Implementation Steps

Early childhood educators will find the following steps helpful as they begin to implement a developmentally appropriate program. These steps were gleaned from reviewing the literature, visiting programs and conferring with practitioners.

1. **Vision:** Establish a vision that clearly articulates program purposes and mission
2. **Profile:** Use a needs assessment to develop a school profile for such elements as student performance/development, staff practices and characteristics, and the school/community environment
3. **Leadership:** Hire or appoint a strong, competent leader capable of providing the direction for program development and implementation
4. **Goals:** Set clear project goals and objectives which express high teacher and student expectations
5. **Action Plan:** Design action plans for major program components such as classroom practices, staff development, community and parent involvement

6. **Implementation:** Begin implementation to include new practices; continuing staff development; identification and use of support systems such as parent and community involvement, and administrative support
7. **Monitoring:** Use an ongoing monitoring system for major program components
8. **Evaluation:** Develop an annual evaluation cycle to determine progress for students and the program, and to celebrate accomplishments
9. **Environment:** Create an atmosphere that rewards excellence among all participants: parents, students, assistants, teachers, and community members
10. **Renewal:** Develop an annual renewal cycle to continue the process

The following figure gives a visual representation of the implementation cycle:



A valuable resource on program implementation is the National Association of Elementary School Principals publication, *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children*. This NAESP publication contains program standards with respective quality indicators on community, parents, accountability, curriculum, and personnel. These accountability standards and indicators (see Appendix F) may be used as guides for school personnel implementing an early childhood education program. Programs may also wish to develop some of their own standards and quality indicators that reflect the uniqueness of their situation.

Sample Programs

The following pages describe several early childhood education projects visited in the course of gathering information for this handbook. Each of the five sites offers a somewhat different scope and sequence of services for the varying age levels of students they serve. The reader may contact the projects for more complete information.

Penninsula Elementary School (Preschool)

Penninsula Elementary School in Portland, Oregon has a preschool program serving 100 students in three sections. This is a magnet program and students from outside Peninsula's regular attendance area are bussed in for their classes. This program is designed to help prepare at-risk four-year-olds for entry into the district's regular kindergarten program. One of the key features at Peninsula is the high level of collaboration among the teachers who readily support each other and share materials and ideas while coordinating activities among the three sections. Another highlight of this program is the manner in which teachers have drawn the parents into the program. Many of the parents in this inner city program either work full time or have full-time childcare responsibilities for their younger children. Staff encourage parents to join the preschool PTA to become more involved with and informed about the preschool program. These teachers actively use their classroom environment as an integral part of their curricula and instruction. Classes are very well organized and provide a rich variety of activities the students are able to explore. *Portland School District 1J, Peninsula Elementary School, 8125 N. Emerald Avenue, Portland, Oregon 97218, (503) 280-6363, Program Administrator: David Lindstrom.*

Josephine County School District (Preschool)

Josephine County (Oregon) School District provides a unique program for their preschool students. Trained educational assistants provide instruction in the students' homes, involving parents, targeted students, and sometimes younger siblings. Program Coordinator Jeanette Howlett is the organizer and monitor of this demanding program which uses Santa Clara Pre School Curricula. The educational assistants are an enthusiastic, dedicated group who welcome visitors to accompany them to the students' homes for the classes. The instructional approach has the effect of removing walls between the school and the home. Another highlight of the program is its coordination with kindergarten teachers which allows the kindergarten program to learn something about each of the preschool students. *Josephine County School District, Early Childhood Program, 8550 New Hope Road, PO Box 160, Murphy, Oregon, (503) 862-3111, Program Coordinator: Jeanette Howlett, Program Administrator: Paul Lindquist.*

West Elementary School (K-2)

West Elementary School, near Caldwell, Idaho, employs an effective combination of specialists, parents, classroom teachers, and educational assistants to deliver instructional services to their early childhood Chapter 1 students. Fully incorporated into the life of the school, the early childhood program works to ensure an orderly transition for students from the Chapter 1 program into regular classes. This school is designed with "great rooms," approximately the size of three regular classrooms, which allow different classes to be taught within the same area. Students are able to explore a wide range of activities. These large rooms provide an environment rich in print, visual, tactile and auditory experiences. The students move to different activities of their choice. Teachers and educational assistants are able to move among the students observing and noting the activities they are engaged in and providing assistance when requested or needed. *Vallivue School District, West Elementary School, 19548 Ustick Road, Caldwell, Idaho, (208) 459-6938, Program Administrator: Earnie Lewis.*

Evergreen Elementary School (Preschool)

The Evergreen Elementary School in Redmond (Oregon) provides a developmentally appropriate environment for preschool students. The program has been nominated for the Secretary's Initiative and is one of the outstanding rural early childhood programs in the region. It employs developmentally appropriate practices such as dividing the classroom into several different learning centers, providing resources and activities which address the childrens' cognitive, emotional, physical, and social needs, and involving parents and members of the community. Program staff spend one-half of each day visiting students' homes. When visiting with parents, they employ developmentally appropriate practices as they do with students in the classroom. They allow the parents to decide what they want to discuss relative to their child's progress. Parents serve as assistants, bring snacks, and provide materials or products the program is unable to purchase. A parent volunteer built a set of stairs that allowed the students to use the sink and drinking fountain. *Redmond School District, Evergreen Elementary School, 716 W. Evergreen, Redmond, Oregon 97756, (503) 923-5437, Program Teacher: Marilyn Winningham, Program Administrator: Alan R. Clawson.*

Muldown Elementary School (1-2)

Muldown Elementary School in Whitefish (Montana) School District was recognized in 1990 by the Secretary's Initiative as a successful early childhood program responsible for significant student academic gain. Goals are established for Chapter 1 students to attain grade level proficiency by meeting specific grade level curriculum objectives in reading and math. A high level of coordination exists between the regular and Chapter 1 programs because the overall instructional goals of Chapter 1 are identical to those of the regular program. Chapter 1 and regular teachers exchange student weekly planning forms which indicate objectives taught and comments on students' needs and progress. Regularly scheduled meetings occur weekly between the Chapter 1 Lead Teacher and regular grade level teachers. Grade level meetings also occur weekly which Chapter 1 staff attend. All staff agree that developing positive student self esteem and self confidence will lead to increased performance. Students' efforts and positive attitudes toward themselves and toward learning are recognized and rewarded. Feedback is given students in a positive manner through verbal praise and rewards. Students leave their daily Chapter 1 sessions with a sense of accomplishment. This sense of accomplishment is due, in large extent, to positive classroom climate. A secure, risk free environment exists where necessary risks for skill development can be taken. No activity is looked upon as being unimportant, all are child-centered, and all are designed to help each student succeed in the regular classroom. *Whitefish School District, Muldown Elementary School, 600 East Second, Whitefish, Montana 59937, (406) 862-3552, Program Teacher: Betsy Whanger, Program Administrator: Roberta R. Barrett.*

ASSESSMENT

Introduction

Because assessment plays such a prominent role in decisions made about children at every school level, it is important to know about the assessment process, especially as a program begins to modify its curriculum to be more developmentally appropriate. It is both an especially exciting *and* frustrating challenge precisely because assessment with a DAP philosophy in early childhood education is such a new and rapidly changing field.

The consensus of many experts who promote DAP is that early childhood education is a unique period for establishing important foundations for life-long learning. Early childhood educational programs should not simply be an accelerated version of traditional schooling. Furthermore, children exhibit considerable developmental variability in the formative years as the graphs on the following two pages demonstrate.

In middle class environments, parents generally understand the importance that assessment plays in getting children ready for school. They may study the recommendations for toys designed by educational experts and promote language development to prepare children for a traditional school environment. Middle class parents often spend the pre-school years "teaching to the test" to make certain that their children are ready for school!

However, parents of disadvantaged youngsters may not be as aware of the value of early learning and assessment experiences, particularly in preschool and early primary grades where the focus on letter grades and expectations for performance are less stringent than at higher grades.

Traditionally, assessment instruments are used to identify deficiencies before children enter a program. With a DAP approach, early childhood programs seek instruments which describe the skills and capabilities of the children in the program.

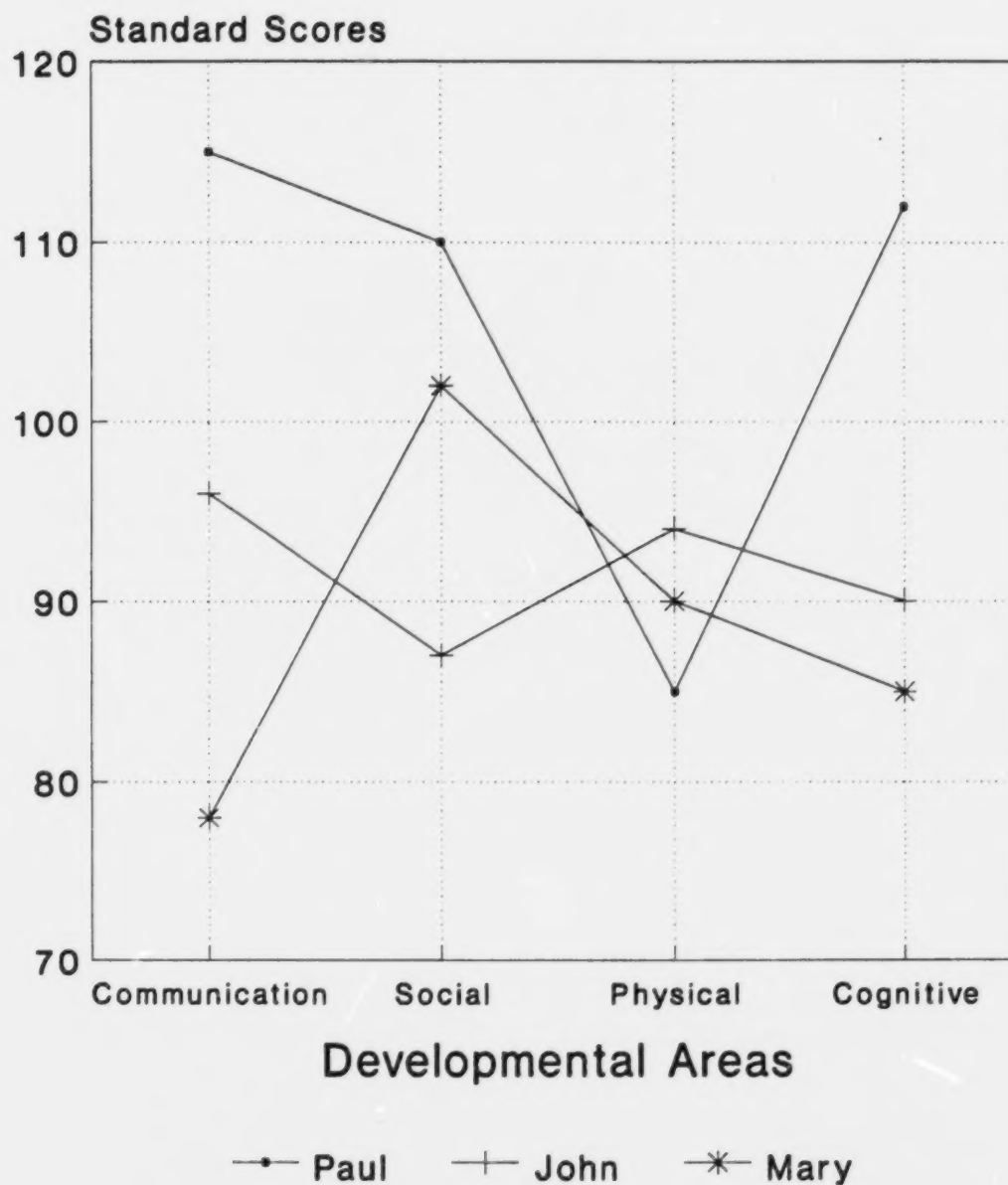
General Guidelines

The first National Education Goal is: by the year 2000 all children in America will start school ready to learn. The Chapter 1 program is committed to that goal by implementing effective program and evaluation practices.

Some readers may work in programs where norm-referenced tests are the only form of assessment used. It is important to note that evaluation data based on norm-referenced tests are not required in Chapter 1 program evaluation prior to grade 2. In fact, Chapter 1 regulations deemphasize the use of such tests, as do guidelines established by NAEYC. Information on NAEYC is included in Appendix G.

Chapter 1 early childhood programs are required to evaluate program effectiveness at least once every three years and to conduct a local annual review of desired outcomes. In conducting these activities, schools may chose to use standardized or norm-referenced

Developmental Variability: Same Aged Preschool Children*

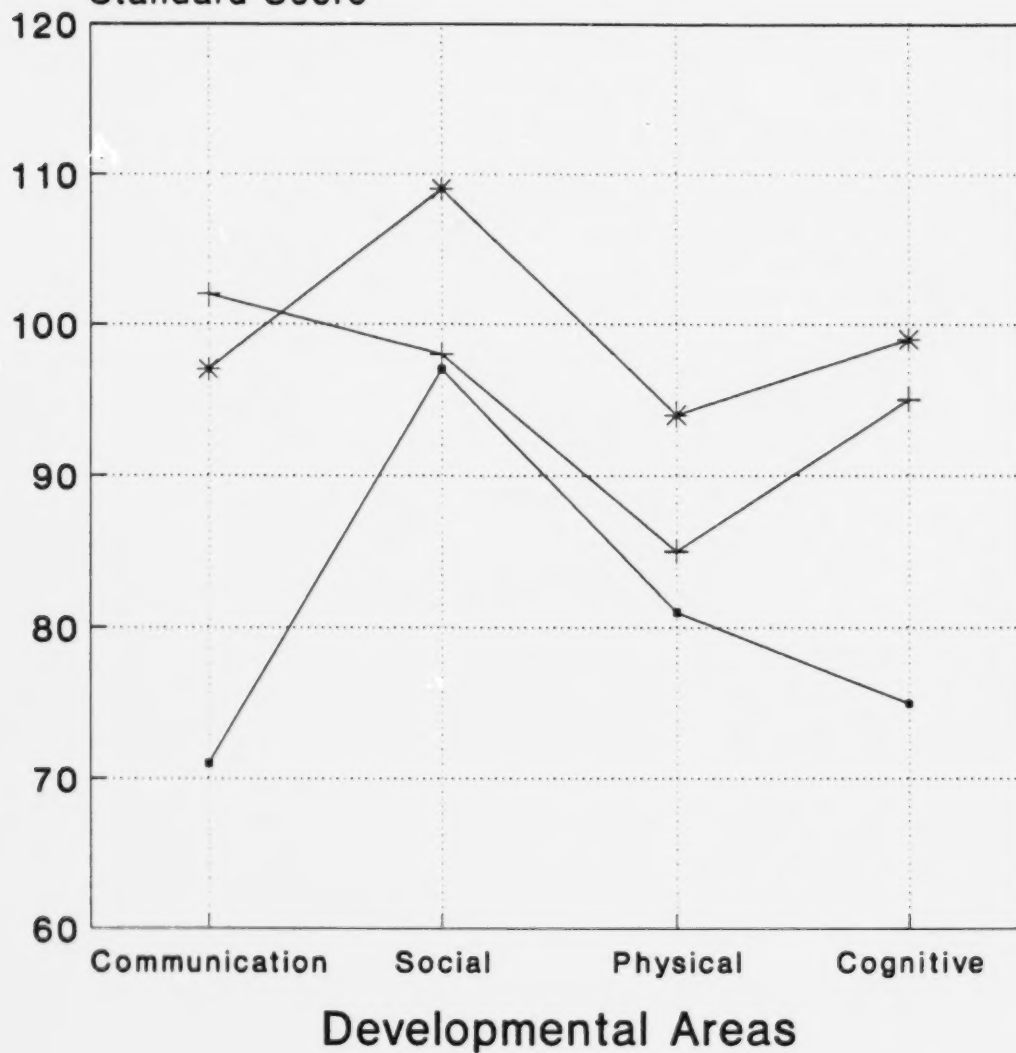


*hypothetical data

Within Child Developmental Variability Over Time*

Student: Mary

Standard Score



—•— Age 3 —+— Age 4 —*— Age 5

*hypothetical data

tests in conjunction with other assessment measures. NAEYC adopted the following guidelines for using standardized tests.

1. All standardized tests used in early childhood programs must be reliable and valid according to the technical standards of test development.
2. Decisions that have a major impact on children such as enrollment, retention, or assignment to remedial or special classes should be based on multiple sources of information and should never be based on a single test score.
3. It is the professional responsibility of administrators and teachers to critically evaluate, carefully select and use standardized tests only for the purposes for which they are intended.
4. It is the professional responsibility of administrators and teachers to be knowledgeable about testing and to interpret test results accurately and cautiously to parents, school personnel, and the media.
5. Selection of standardized tests to assess achievement and/or evaluate how well a program is meeting its goals should be based on how well a given test matches the locally determined theory, philosophy, and objectives of the specific program.
6. Testing of young children must be conducted by individuals who are knowledgeable about and sensitive to the developmental needs of young children and who are qualified to administer tests.
7. Testing of young children must recognize and be sensitive to individual diversity.

Assessment Issues

The DAP approach is still in its infancy and experts are still trying to define what the appropriate assessment tools should look like. DAP proponents believe that the current reliance on standardized testing should not be continued and recommend that a different model for assessment be developed.

A comparison of the readiness determination model and the developmentally appropriate model on the next page highlights the major differences between the two models. In general, one can say that the readiness model focuses on specific, predetermined student outcomes as measured by periodic, formal testing and reported to parents. DAP assessment is ongoing and based on a student's individual rate of progress. It employs both formal and informal assessment and includes parent input.

The focus on developmental appropriateness should not lead us to lose sight of questions about the content of instruction. Information is still needed on the level of mastery of specific academic or "readiness" skills. This position is reflected well in a NWREL publication entitled *Assessment in Early Childhood Education: A Consumer's Guide*,

COMPARISON OF TWO MODELS OF ASSESSMENT

	READINESS DETERMINATION MODEL	DEVELOPMENTALLY APPROPRIATE MODEL
PRODUCES	Labeling of students	Understanding of students
OUTCOME ANTICIPATED BY TEST	Identify case of behavior	Determine type of instruction needed by a particular student
PHILOSOPHICAL ASSUMPTION	Learning is mastery of separate skills	Learning is guided by understanding
TEST CONDITIONS	Controlled environment	Assess in context; within the same conditions student learns
TEST ADMINISTRATOR	Psychometrician	Classroom teacher
TIME OF ADMINISTRATION	At pre-specified times during a "norming" period	Continuous
SPACE OF TIME BETWEEN ASSESSMENTS	Months	Continuous
RATIONALE PROVIDED TO STUDENTS	Little information about testing provided to students	Students told of the interactive nature of their efforts; assessment conditions designed to motivate students

which contains a "Summary of Instrument Characteristics" (Langhorst, 1989). The "Summary" is included in Appendix H.

The Screening Test Dilemma

Using assessment instruments to select students has been a common practice. In a recent study, 82 percent of the schools said they were administering readiness tests (often labeled "developmental" tests) to students before kindergarten (Durkin, 1987). Items on these tests consist primarily of motor skills and visual motor coordination skills. Examples of commonly used screening tests include the Saheron, DIAL-R, and Early School Inventory--Preliteracy (Metropolitan Readiness Supplement).

In many cases, these tests provide the basis for recommending that students with minimal coordination postpone their admission to kindergarten or be assigned to a pre-kindergarten class. The tests themselves are designed to be screening devices; many are valuable predictors of school success.

DAP proponents express concern that these tests are not reliable or valid enough for appropriate use with nonverbal children. NAEYC has warned about the misuse of screening devices in early childhood programs. It states that correct identification of children often occurs only at a chance level.

According to the DAP philosophy, the rationale for these screening tests is backwards. Instead of using tests to see whether students are suitable for an established kindergarten program, proponents of DAP believe that assessment needs to be done to determine whether kindergartens are suitable for children.

Yet at a practical level, screening instruments will continue to be used as long as space is limited in early childhood education programs because of funding or other constraints. If such instruments are used, testers need to make certain that they are not screening out certain groups of children by race or physical condition, or screening in students who fit the existing environment. Emphasis must be on meeting the needs of students, not on finding students who "fit." At times, the environment may need adjusting.

The goal is to create an environment that is appropriate for the skills and capabilities of children--the heart of the developmentally appropriate philosophy. Therefore, programs should use a variety of screening tools with a critical eye and use them only for the intended purposes.

Identifying Appropriate Student Outcomes

Traditionally, assessment is outcome-based. The evaluator determines the desired outcomes and identifies measures that will determine progress toward the outcomes. Outcome measures are constructed with the expectation that children will achieve pre-specified skills by a certain age.

The focus of developmentally appropriate assessment is different from traditional assessment in that precise expectations for student outcomes are not established.

Evaluators need to be familiar with the general stages of child development and a well-developed curriculum.

Program emphasis should be congruent with the age of the children, their cultural and family backgrounds, and individual diversity. Assessment should reflect what is happening every day in the program.

Developmentally appropriate programs focus on growth and development in a variety of domains. A comprehensive assessment package would ideally address student growth in all of the following domains:

- Motivational or affective
- Communication, language and/or literacy
- Social or moral
- Physical or motor
- Cognitive or intellectual
- Aesthetic or creative

In reality, however, valid and reliable instruments do not exist for all these domains. The Annotated Bibliography and other resource materials in the appendices offer more information on assessment tools for areas most frequently covered in early childhood programs. Promising instruments are being developed.

Observing Children's Learning During Instruction

Much of what people see as assessment is closely tied to a verbal or written interchange between teacher and students. Because small children are not as verbal and are often not able to read or write in standard English, it is difficult for educators to determine the appropriate procedures to assess their progress. Often teachers can use observation techniques to assess the skills and capabilities of young children. For example, a child's choice of activities already tells a lot about a child's skills and capabilities. Careful and planned observation provides ways to assess children's knowledge from what they do. Teachers do not have to rely on written, formal assessments. Many children score quite well on observational type assessments who would not do so if administered a standardized test. This, of course, applies to children of all ages.

When teachers know "kid-watching" techniques, they are able to document and support the early stages of literacy (reading and writing) more effectively. For example, if one watches a two-year-old girl with a book, one could learn something about what she knows about the concepts and conventions of reading before she can actually read. For example, one could find out:

- If she knows how to hold the book open and turn the pages.

- If she holds the book so the pages are right side up.
- If she turns the right hand page.
- If she talks or tells a story on each page

From daily contact with students, teachers become experts in gauging their growth (Johnston, 1987). The DAP philosophy encourages teachers to create their own data collection procedures during daily instruction.

Following is an example of an observation form that allows the teacher to record the activity itself (e.g., dramatic play, puzzles, blocks) and its social context (e.g., solitary, cooperative, small group). The teacher records for the entire class on the "Class Composite Sheet," so that she has a record of both individual and class activity patterns.

CLASS COMPOSITE SHEET

Context: S = solitary; C = cooperative; N = small group (noninteractive)

Key: M = book making D = dramatic play B = blocks
 A = art (on own) L = legos PT = painting
 AT = art table LB = library books PD = play dough
 P = puzzles SK = snacks S = science
 M = manipulatives

Name of Child	Date	Activity	Context
Joey	6/1/91	M,P	C,N
Susie	6/2/91	L	N

Comments:

Approaches to Developmentally Appropriate Assessment

Classroom and student observation is a valuable tool for assessing students' needs and skills. Several other more structured alternatives to standardized tests are available to teachers who prefer to use developmentally appropriate assessment measures.

Five major assessment alternatives to standardized tests are:

1. Structuring Instructional Activities to Assess Specific Skills (e.g., emergent literacy)
2. Portfolio Assessment
3. Daily documentation and Checklists
4. Parent Interview

Structuring Activities

Activities can be expressly structured to assess specific skills such as emergent literacy or pre-reading skills. For example, the Concepts About Print Test (Pappas, et al., 1990) allows the teacher to test 19 different skills while reading a book along with a child. It includes specific test instructions and scoring sheets (Appendix I).

Portfolio Assessment

Portfolio assessment is another alternative form of assessment. Appendix I includes an example developed for first graders by the Juneau (Alaska) School District (1990). The teacher collects children's work in a folder according to established guidelines for the type of work to be included. The guidelines include a description of the way in which the collected pieces can be scored. Setting guidelines before collecting materials makes this true assessment rather than a haphazard collection of student work samples.

Checklists

Checklists and daily notes provide another useful method to describe and assess children's activities during class time. Several examples of such classroom observation and documentation checklists--both teacher-designed and commercially-developed--are also presented in Appendix I. Checklist data are most useful if they provide specific information on children's classroom behavior.

Parent Interview

Parents should not be overlooked as valuable sources of insight into their child's needs. A Parent Interview Form (see Appendix J) is an ideal way to obtain such input. It can ask questions about a child's reading behavior at home, skills related to math (counting, measuring), language arts (listening, speaking, understanding), and attitude toward school.

Desired Outcomes

While it is important to assess the skills of individual students, it is also necessary to determine whether an entire program is successful. With decreased emphasis on standardized tests in early childhood programs, desired outcomes become the primary basis for assessing student and program progress.

A desired outcome is a measurable objective focusing on what students will learn as a result of their participation in the Chapter 1 program. It is stated in terms of the skills that all children are expected to master. Desired outcomes should reflect each program's curriculum as it relates to student achievement. The essential elements of a desired outcome are:

Goal--What children are to learn or accomplish

Outcome indicator--What will be used to measure achievement

Standard or Performance Level--What level of achievement will show substantial progress:

Time Frame--Over what period of time measurement will occur.

Such goals should be attainable yet challenging. They should be important to program success and receive emphasis in the curriculum. They should require reasonable efforts to measure.

Here are some examples of desired outcome statements, each containing the four necessary components:

Example 1: 85 percent of participating Chapter 1 students will read a minimum of ___ books during the school year as tabulated by the Chapter 1 teachers.

Example 2: Chapter 1 kindergarten students will attain the skills necessary for successfully starting Grade 1. At least 75 percent of the students will reach 80 percent of the objectives expected of all students entering Grade 1 as measured by the end-of-year checklist.

Example 3: As indicated by a survey developed by the Chapter 1 and regular teachers, ___ percent of the Chapter 1 students will, in grade one, be judged by their regular classroom teachers to be making satisfactory progress in the regular school program. The time frame will be from the first grading period to the third grading period.

The following sample worksheet can be used to write desired outcomes for the reader's own program. Appendix K contains more information on desired outcomes.

Desired Outcomes Worksheet

	Outcome #1	Outcome #2
Goal		
Indicator		
Standard		
Time Frame		

Desired outcome statement #1:

Desired outcome statement #2:

Program Assessment

To help early childhood educators evaluate their own programs and plan for change, the Connecticut Department of Education has developed a brief self-assessment survey to rate the extent that programs meet the broad criteria outlined for developmentally appropriate practices and outcomes. The assessment section comprises three parts. Part I assesses the strengths and weaknesses of program priorities. Part II deals with the collection of ongoing information on children's behavior and growth. Part III discusses the setting of developmentally appropriate outcomes. A copy of the self assessment may be found in Appendix L. In addition, the following assessment planner can help educators design assessment tools that are consistent with developmentally appropriate philosophy and practices.

Assessment Planner

1. What areas of development will you be evaluating?

- ☐ Motivational or affective domain
- ☐ Communication, language and or literacy
- ☐ Social or moral domain
- ☐ Physical or motor domain
- ☐ Cognitive or intellectual
- ☐ Aesthetic or creative

2. What is your **purpose** for this assessment? (can have more than one purpose)

- ☐ Screening (locating students who have difficulties and need help)
- ☐ Diagnosis (identifying student problem areas)
- ☐ Grouping students (need to know the instruction approach to be used)
- ☐ Providing feedback to students/grading
- ☐ Documenting growth (need to have the same products collected over a specific time period)
- ☐ Evaluating instruction (need to tie information to instruction activities)
- ☐ Program Evaluation (for program improvement and accountability)

3. **Structure** of the assessment tool

a. What do you want to be able to say about student achievement?

- ☐ Children have or have not demonstrated a skill in this domain
- ☐ Children are drawing upon their strenghts observational
- ☐ Rank order the students in relation to their knowledge or skill

b. What will you do to **get samples** of a child's skills

- ☐ Give an exercise or assignment
- ☐ Observe something that already happens in the classroom
- ☐ Talk with parents, other teachers (if appropriate)

c. What type of assessment instrument is appropriate?

- ☐ Checklist
- ☐ Observational Notes
- ☐ Standardized Tests
- ☐ Other (Specify: _____)

EPILOGUE

Although developmental philosophy is well established, the concept of developmental appropriateness is relatively new. Early childhood educators have recently begun the process of determining exactly what constitutes a developmentally appropriate early childhood program. This effort has the support of at least three major early childhood organizations: The National Association of School Boards of Education, the National Association for the Education of Young Children, and the National Association of Elementary School Principals. There is little doubt that in the coming years early childhood educators will be changing program practices to make them more developmentally appropriate.

This handbook serves as an introduction to program development and assessment in developmentally appropriate early childhood education. It reiterates the content presented in two workshops on the same topics and provides relevant backup materials for further study.

It is hoped that the handbook and workshops will be useful to early childhood educators as they attempt to put the concept of developmental appropriateness into practice in their schools and classrooms.

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APPENDICES

APPENDIX A

GUIDE TO CHILD DEVELOPMENT

A QUICK REFERENCE GUIDE TO CHILD DEVELOPMENT

More Discriminating in Thinking & Action • Can Enjoy Time Alone • Perseveres at Tasks • Interested in Nature • Good at Planning • Likes to Collect • Ability to Spell Lags Behind Ability to Read • Tells Time By Hours & Minutes • Greater Ability to Concentrate • Able to Sit Quietly & Listen • Serious, Worries

7 YR.



Constantly Active, Even When Sitting • Enjoys Boisterous Play • Touches, Handles, & Explores Everything in Sight • Intense Involvement in Activities, But Doesn't Always Finish Them • Brash, Aggressive, & Self-Centered • Loves to Talk • Enjoys Demonstrating Ability to Read & Count • Has Good Pronunciation, Fairly Good Grammar • Prints in Upper & Lower Case

6 YR.

Walks Backward Heel-Toe • Runs on Tiptoe • Prints a Few Capital Letters • Recognizes Own Printed Name • Laces Shoes • Plays With Others • Cuts Food With Knife • Has Vocabulary of About 2200 Words • Uses All Parts of Speech in Sentences • Less Rebellious

5 YR.

Throws Ball Over Head, Catches Bouncing Ball • Copies Circle • Points to Six Basic Colors • Knows Own Sex, Age, Last Name • Begins To Play With Other Children • Knows Simple Songs • Uses Sentences With Correct Grammar • Has Vocabulary of About 1550 Words • Impatient and Aggressive

4 YR.



Walks Up Stairs • Stands Momentarily on One Foot • Rides Tricycle • Feeds Self • Opens Door • Verbalizes Toilet Needs • Uses Vocabulary of About 900 Words • Uses Sentences of 3 to 4 Words • Constantly Asks Questions • Attempts to Please Parents and Conform to Their Expectations • Begins to Understand Time

3 YR.

Kicks Large Ball • Turns Pages In a Book • Imitates Housework • Recognizes Familiar Picture-Knows if Upside Down • Asks for Items by Name • Uses 2 or 3 Words Together Such As "More Juice" • Uses Pronouns I, Me, You • Has Vocabulary of About 300 Words • Talks Incessantly • Increased Independence From Mother • Expects Orders and Routine

2 YR.



Pulls Self to Standing--May Step With Support • Stacks Two Blocks • Gives Affection • Follows Simple Directions • May Say 2 or 3 Words, Uses One Word Sentences • Repeats Identical Sounds • Uses Expressive Jargon • Understands More Than Able to Express • Begins Trial and Error Experimentation • Recognizes But Can't Name Pictures • Speech May Lag as Concentrates on Motor Activity • Needs Constant Interaction With Caregiver • Likes Music • Loves Peek-A-Boo

1 YR.

Child Development Ages 12 to 15 Months

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 12-15 months are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



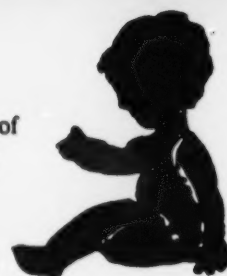
GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• Short legs and longer trunk tend to make movements clumsy. Average weight is 22.5 pounds, and height is 30 inches. • Begins to pull to stand by furniture; walks and stands with help, and usually begins to walk alone. Lowers self from standing to sitting position. Starts to climb to get things out of reach. Throws ball. • Can fully grasp objects. Builds 2 block tower, uses spoon, places 5 round pegs in board. Places lid on and off box, takes object out of box. Holds cup to drink, unwraps paper from cube. • Mouthing of objects almost stopped.	• Low slung jungle gym or dome climber. • Sandbox with utensils. • Tyke-bike, large hollow blocks, indoor climber and slide. • Push-pull toys, bean bags, pegboard, large beads to string, simple take-apart toys, very simple puzzles. • Rhythm toys (tin cans, drums, metal pans). • Music - likes to listen and dance. • Small manipulative objects of similar and dissimilar nature for simple classification.
COGNITIVE	• Learns through actions and feedback. Begins active trial and error experimentation. Tries out new responses to obtain same goal. Begins innovation, the essence of problem-solving behavior. • Recognizes some similarities and differences among objects. Recognizes many pictures but cannot name. • Speech may lag as dominant concentration is on motor activity. Identical sounds becoming more frequent and words (2-15) are emerging. Expressive jargon and one word sentences. Understands more than can express. • Adjusts to simple commands and questions. Begins to solicit help from adults.	• Encourage exploration by child-proofing environment. • Better to remove and distract than to say "No." • Materials with dimensions (inside, outside, larger, smaller, etc.) such as nesting cups, stacking rings, boxes and lids, wooden blocks. • Materials that stimulate auditory and other senses. • Read simple story books with textures. • Name objects in the environment (household items, body parts, clothing). • Give simple commands, "throw the ball," "pick up the block." • Expand what child says, clarifying telegraphic speech (gestures, babbles with intonation). • Use regular words and expressive tone.

Child Development Ages 12 to 15 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	• Can communicate and perceive in others fear, anxiety, and anger. Shows affectionate and negative response to adults and children. • Loves to show off, repeats performance for laughs. Primitive sense of humor, laughs at surprise sounds and startling incongruities. • Child learns social behavior by imitation. Uses parallel play, no sharing. May inhibit release of toy to satisfy sense of possession. • Caregiver is protector and limiter. Needs consistent interaction with caregiver. Locomotion helps to test ability to separate from primary caregiver.	• Play chase games ("I'm going to get you"), and peek-a-boo, giving and taking some object. • Present toys to love, such as dolls and stuffed animals. • Avoid unnecessary separations. • Make encouragement, love and praise chief method of discipline. • Standards for acceptable behavior need to be set within the child's ability. • Consistency and self-control permit the child to learn through uniformity of experience. • Self-confidence, independence, and spontaneity are fostered by acceptance and reasonable permissive attitude.

Child Development Ages 15 to 18 Months

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 15-18 months are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• Rapid growth of arms and legs, slightly stooped posture, and prominent abdomen. Walks with a stiff gait, feet wide apart. Lacks good control of balance. Muscles develop considerably, increasing the child's strength and body weight. Exerts maximum effort to test strength. • Uses whole arm movement and may now or later develop a dominant hand preference. Experiments with hand-eye coordination, hands function independently or together. Can carry an object while engaging in motor activities. • Has potential for more precise movements as nervous system develops, although general movements are awkward. Has great desire for mobility, stands alone, climbs stairs, walks forward and backward, starts and stops but can't turn corners. • Partial regulation of bladder and bowel control. Finds pleasure in body and genital play and often rocks in bed. Naps 1-2 times daily for 1 1/2 - 2 1/2 hours. • Little perception for far off objects. Looks and attends selectively.	• Manipulative activities: scribbling, stroking and circular motions, stringing beads, nesting cups, stacking rings, hammer and peg bench, blocks, clay, sand, water, small pull and push toys, putting lids on boxes and jars, shape sorting box. • Create environment with bright colors and a variety of textures, e.g., cloth dolls, smooth blocks, etc. • Outdoor activities: large area for mobility, climb on low benches, walk on raised planks, obstacle area of sand, heavy grass, hills and hollows. • Indoor activities: stepping over sticks and colored lines, claps hands while walking, rocking chair or rocking horse.
COGNITIVE	• Short attention span, needs frequent breaks but will often return to an activity. • Eager to explore environment for the sake of exploration and discovery, becomes self-educator. Has a singleness of purpose, uses manipulations to reach objects. • Moves objects and self back and forth many times. Often varies pattern to observe different results. Size and shape perception and directive grouping begins. Knows where things are kept and returns them. • Can cause movements but learns they are dependent on the laws of the external world (i.e., gravity). Begins to understand concept of space and permanence. Can follow sequential displacement of object if object is in sight.	• Opportunities to observe people, nature and objects. Freedom to touch, handle and explore. • Needs orderly though not meticulous environment. • Allow child freedom to act independently in a stimulating environment. • Give child time to complete observations. • Simple action activities: open and close doors, handle dishes, turn knobs and handles, move objects, carry and pile blocks, drop a variety of objects to see what happens.

Child Development Ages 15 to 18 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	• Signs of individual intelligence and educational handicaps begin to appear. • Speech slows during gross motor development. Speech disorders are apt to emerge at this time. • Has a 19-22 word receptive vocabulary. Has larger receptive than expressive vocabulary. Uses expressive jargon and phrases. Puts two words together to make simple sentences, i.e., "Stove hot." Can make simple requests and begins to verbalize precepts. Realizes everything has a name. • Speaks to self out loud and is not frustrated when his speech is not understood by others. Has egocentric speech. Aware of sounds and likes to listen to interesting ones as well as their rhythms.	• Name and clarify objects and the child's actions, i.e., eating cereal. • Talk to child on an individual basis, particularly while caring for him. • Fill in and clarify telepathic speech (gestures and babbles with intonation). • Give immediate feedback reinforcing good sounds. Speak to child correctly and clearly, avoid baby talk. • Play simple command games, i.e., "bring the bag," "drop the ball." • Listen to neighborhood sounds, play imitating games, name picture cards, read short poems accompanied by pictures, actions, or songs.
AFFECTIVE	• Emotions aroused by immediate situations, are expressed, and end abruptly. Experiences fear, anxiety, distress, excitement, delight and affection for adults. Mood shifts noticeable. • Begins to understand cause and effect of actions on family members and notes their reactions. • Does not distinguish between right and wrong. • Clings possessively to primary caregiver wanting love and affection and has a desire to please. Disequilibrium occurs if life patterns are altered by hospital separations, visitors, vacations, etc. • Needs adult affection and sympathy. Tendency to suck thumb or finger may be caused by boredom or insecurity. Usually stays at one activity longer if others are near and will seek caregivers if left alone. • Ego-centric, often prefers things and activities to people. Usually has complete disregard for others after initial meeting. Autonomy and assertiveness emerge as child becomes more mobile. Aware of own individuality. • Engages in parallel play. May offer a toy to another child, but will fight if a toy is taken away.	• Manipulative activities needed to develop child's sense of competence. • Allow freedom to practice self feeding. • Clarify child's feelings in language and show empathy for emotions. • Accept child's feeling and help child to express them in a socially acceptable manner. • Allow a symbol of security, i.e., security blanket or teddy bear. • Establish and maintain routine patterns in daily life. • Primary caregiver needs to be a constant part of the child's environment and extended separation should be avoided if possible. • Situate child so able to see and be near other family members while performing their activities.

Child Development Ages 18 to 24 Months

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 18-24 months are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• Average weight increases from 25.2 lbs. - 27.5 lbs. Average height increases from 30 in. - 32 in. • Learning to walk alone and can walk up and down stairs holding onto someone's hand or onto the wall or railing. Begins to run, at first stiffly with lots of falling down. Able to jump in place and is able to stand on either foot alone when holding on. Begins to kick ball forward, at first by walking into the ball, and later by using the kicking motion. • Can throw a small ball, uses a spoon with good control, turns pages of a book, and is able to turn knobs. Able to hold a pencil or crayon well enough to scribble spontaneously. Begins, at this time or before, to show hand preference by using one hand more than the other. • Accepts new foods readily and has a great appetite, although child may become selective about foods as nears 24 months.	• Jumping from one step height to another. • Swings, short slides, climbing steps, and small rocking horses. • Opportunities for water play and sand play. • Manipulative exercises involving large twist and screw-on caps, and scooping or spooning large and medium sized objects into containers. • Encourage a variety of games that provide for running, stretching, grasping, pointing, searching or lifting.
COGNITIVE	• The child becomes able to mentally represent objects and will search for vanished objects. Aware of relationship between objects in space and between objects and self. • Recognizes self in mirror and in photos. • Receptive vocabulary explodes from approximately 20 words at 18 months to 300 words by 24 months. Comprehends simple questions, i.e., "Point to your nose?" • Differentiates between stroking and circular scribbles. • Begins the "do-it-myself" stage and is sometimes torn between wanting help from an adult or doing things alone, especially in dressing activities. Desire to imitate adult activities ("domestic mimicry") and actions (pretend coughing, sneezing). • Begins to establish concept of geometric shapes and concept of time ("just a minute," "now").	• Dress-up games in front of a full-length mirror, using daddy's hat or mommy's shoes, etc. • Opportunities to practice dressing routines (zipping, buttoning, etc). • Simple household chores (folding laundry, dusting, etc.). • Building with multi-dimensional solids, including a variety of sizes and shapes. • Manipulatives including beginner jigsaw puzzles, peg board, take apart toys, pop-it beads, large to medium beads to string. • Games which include searching for hidden objects. • Crayons and fat pencils for scribbling. • "Simon Says" games to introduce simple commands and to expand vocabulary. • Storytelling, reading, and picture books; allowing the child to browse can increase vocabulary - -caution: tearing pages is a fun game at this age (try board books)! • Riding in the car and going for walks.

Child Development Ages 18 to 24 Months (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	• Begins to trust. Less afraid of strangers, however, may develop other fears (thunder-storms, large dogs, etc.). • Continues to demand personal attention and is a delightful, entertaining show-off. • Explores the effects of own behavior on other people and learns that different people react differently. • Unable to tolerate frustration. Temper tantrums may be triggered by frustration, anger or tiredness. • Negativistic tendency - only 50% likelihood that child will comply with request from caregiver. • Interest in playing with children and materials as a means of establishing social relationships. Modifies behavior to adjust to playmates. Continues parallel play; "mine" is a popular word. • Shy about accepting things from strangers. Hides behind caregiver or buries head in caregiver's lap. Refusal to speak. • Pulls people to show them something.	• Role-playing games (i.e., with dolls, etc.) in which the child acts out emotions. • Present appropriate or balanced attitude toward child's negativism, neither overly punitive nor overly acquiescent. • Group activities can begin modification of child's behavior to adjust to a group. • Games between two children (ball rolling) can counteract shyness and increase socialization. • Discussions about family increase conceptual awareness of family and child's relationship to it

Child Development Ages 2 to 2 1/2 Years

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 2-2 1/2 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• The 2 year old is a "run-about." Usually runs rather than walks. • Assumes more adult-like proportions. Adult height approximately double height at 2 years of age. • Still geared to gross motor activities. Able to visually monitor walking in order to avoid obstacles in path. Also, can walk an approximate straight line and walk backwards. Goes up and down stairs with two feet on each step. Experiments with large muscle activities involving thrust or acceleration. Beginning crude 2-foot jump from a low step. Able to kick a large ball successfully. Throws large ball overhand. • Marked increases in strength, resulting in an increased smoothness of coordination in fine motor movements (e.g., able to turn puzzle pieces to fit into spaces). Eye-hand coordination is improving. • Sphincter muscles of bladder and bowel are coming under voluntary control. Appetite may be low, and there are definite preferences for certain foods.	• Needs exercise to become more efficient and graceful in movements. • Access to large playground equipment, especially swings and low slides. • Activities including, running, climbing, kicking, and throwing. • Action toys including tricycles and wagons.
COGNITIVE	• Cognitive functioning becomes more complex, more objective, and increasingly oriented toward reality. Interested in specific rather than general concepts. • Limited understanding of time (able to wait, "soon"). Anticipates routine events (nap after lunch). • Naive quantitative concepts including: bigger and smaller, more than and less than. Interested in money without understanding. • Curious about animals, people, objects, and actively explores environment by building, knocking down, emptying, pulling apart, feeling, and squeezing.	• Toys that progress from simple to complex. • Water play, with variety of objects that float or that can be used in the water (egg beater). • Sand play, with variety of containers to fill and dump. • Chalkboard, pencils, crayons, and paper. • Simple stories and rhymes. May request to hear the same story or record over and over again. • Toy telephone.

Child Development Ages 2 to 2 1/2 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	• Enjoys using manipulative skills and often chooses small objects such as beads, pebbles, and string to play with. • In drawing, imitates vertical and circular strokes. • Dramatic improvements in language ability: comprehension of questions and commands in everyday language is readily understood and may also be expressed. Talks incessantly to self or others. Vocalizes needs for toileting, food, or drink. Constructs two or three word phrases composed of nouns, pronouns (sometimes incorrectly), verbs, and adjectives (color, size). Girls surpass boys in all aspects of language development. • Gives first name; refers to self by name ("Tommy do it.")	• Naming games of body parts or objects in room or at the table. Provide many experiences using an object, verbalizing each action (e.g., show a ball, throw a ball, catch a ball, roll a ball). Child "practices" perfecting language when alone.
AFFECTIVE	• Eager to conform, strong desire to do what can do and avoids what cannot do. Likes to be a "little helper" but wants own way. • Begins to coordinate and organize own world and is very sensitive to order and routine. Likes to please others and is hurt quite easily by reprimand or disapproval. • Beginning to show sense of humor through teasing games. • Likes to control others and orders them around. Frustrates easily and may show some aggressiveness (slapping, biting). Replaces temper tantrums by using words (i.e., "I don't want to," "It's mine"). • Watches and imitates adult activities. Able to accept shared attention, as with siblings. Expresses love for caregivers.	• Allow child to perform some operations of daily routine (i.e., cleaning room, dressing self, short errand). • Caregivers can help the child obey by keeping situations simple and direct. • Allow child to express feelings. Conflict situations need to be handled with understanding and sensible techniques. • Acceptance of child's curiosity and exploration reinforces the development of important attributes such as autonomy, independence, mastery, competence, and achievement.

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Child Development Ages 2 1/2 to 3 Years

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 2 1/2- 3 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• Birth weight quadrupled. Primary dentition (20 teeth) completed. May have daytime bowel and bladder control. • Vigorous, enthusiastic, and energetic. Very active and in perpetual motion. Jumps with both feet, stands on one foot momentarily, walks up and down stairs alone, and takes a few steps on tiptoe. Good steering ability. • Good hand-finger coordination; can move fingers independently. Moves wrist instead of using whole arm movements. Holds crayon with fingers rather than fist. • Dresses and washes self. Feeds self using spoon and sometimes a fork.	• Large muscle activities (i.e., sweeping, mopping, climbing). Tricycles, balls, and playground equipment. • Opportunities to play in sand, dirt, and water. Soap bubbles. • Blocks and legos. • Puzzles with big pieces and toys that come apart to be put together again.
COGNITIVE	• Sequencing, i.e., builds a tower of 8 cubes and aligns cubes in train. • Enjoys repetitious activity without need for end result. Enjoys order in the environment. • In drawing, imitates vertical and horizontal strokes. Makes two or more strokes for cross. • Time is event related (supper when daddy comes home). Uses words that imply past, present, and future (i.e., "yesterday," "now," "tomorrow"). • Sense of space reflected in directional words (i.e., "on," "in," "under," "behind"). • Sense of numbers is conveyed in certain words (i.e., "more," "little," "too much"). However, the child may not be able to correctly tell which of two things is bigger. • Asks many questions. Answers simple questions. Follows directions. Gives simple account of own experiences and tells stories that can be understood. Names objects and pictures in the environment.	• Crayons and fingerpaints with large sheets of paper, playdough, chalkboard. • Answer their many questions. • Organize environment with low shelves for child's things. • Read stories so child can see the pictures; help child to "read" the details of pictures by asking questions about the subjects and actions in them. • Play "label the environment" game. • Allow TV, as child is fascinated with it; however, be selective with both the kinds of programs viewed and the amount of time spent viewing.

Child Development Ages 2 1/2 to 3 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	• Uses pronouns (I, me, you) correctly. Uses plurals. Gives first and last name. • Enjoys anticipation of remembering what is coming next in favorite stories. Does not like words omitted or changed.	• Listed on front of page.
AFFECTIVE	• Learning self-identity versus social conformity. Separating "me" from "not me." • Domineering and demanding (would rather boss than be bossed) as way of commanding small part of own surroundings. Balkiness, contrariness, and aggression (hitting and screaming) may become quite extreme. May increase thumb sucking or begin to stutter as a release of tension. • Sense of humor is developing and expressed by teasing, silly behavior, and surprises. • Likes to interact with other children, but does not engage in true cooperative play. Defends (either physically or verbally) own things. Finds it hard to share or take turns. • May want to relive babyhood. May have imaginary playmates.	• Allow child to express feelings but control his actions. Rules and limits should be flexible and as few as possible, yet NEED to be there. • Since does not yet share, provide play materials that can be divided among children without limiting play of any (sand, blocks). • Maintain daily rituals and routines. • Likes rituals and demands sameness.

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Child Development Age 3 to 4 Years

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GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• The 3 year old has entered the age of "doing." Shoulders held more erect. Protruding abdomen much reduced. • Walks up stairs using alternating feet, may still come down putting both feet on one step. Walks a straight line or curbstone; walks backwards. Swings arms freely while walking or running. • Gallops, jumps, walks, and runs to music with abandon. • Can kick a ball. Can catch a large ball with arms extended forward. Can throw a ball without losing balance. Can get up from a squatting position. • Increasing control of fingers. Adept at picking up small objects. Handles scissors to a degree. Control of pencil improving. Copies a circle; reproduces a cross if shown how. • Using both hands, can pour from pitcher to cup with little spilling. • Eyes coordinate well. Shows facility in moving eyes; can follow a moving target without losing attention. • Temporary incoordination may be observed around 3 1/2 through hand tremors, eye blinking, stuttering or stammering. These conditions may be a part of growth changes. • Better at undressing than dressing, wants to do things on own. • More susceptible to the common cold and other communicable diseases.	• Tricycles, wagons, balls (roll, toss, bounce, kick), climbing. • Scissor cutting, pencil handling, folding paper, easel painting, and fingerpainting. • Self-help skills (i.e., zipping, buttoning, buckling, teeth brushing). • Clean-up skills (i.e., sweeping, dusting).

Child Development Age 3 to 4 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE	• Receptive learning gained from stimuli through all senses (seeing, hearing, tasting, smelling, feeling). Physically on the move and open to stimuli. • Global perceptions narrowing, can see parts in relation to the whole, shows interest in details, sees likenesses and differences. Sorts objects by color and size. • Beginning to have a sense of direction and knows locations by citing familiar landmarks. Sense of time improved, can accurately refer to past, present, and future. • Can count by rote up to 10, but has no awareness of quantity beyond 2 or 3. Able to point to 4-6 common geometric shapes. • Uses language to get what wants. Responds to simple directions. Average vocabulary 900 words, adds 50 per month. Creates own grammar (i.e., rided for rode). • Loves to play with words (i.e., silly rhyming). Knows a few rhymes. Remembers words of common songs. Responds to words like "surprise," "secret," and "different."	• Matching and sorting objects, pictures, textures, sounds, and shapes. • Simple lotto games. • Play games that require listening and action ("put your elbow on your knee"). • Listen to books, including animal stories, alphabet books, and here-and-now stories. • Sewing cards, felt boards, and puzzles. • Introduce new points of interest in repeated activities (i.e., in pouring, name the spout or how the liquid needs to come slowly from the spout). • Encourage the child to describe steps in activity (i.e., what is first, second, etc.).
AFFECTIVE	• Desire to be independent, but wants to please others, especially parents. Beginning to identify with same sex parent, practices sex-role in play activities. • Dramatization and imagination are beginning to emerge. • Associative play: children play together, talk to each other while playing, and engage in common play activities. Beginning to learn to take turns. • Interested in babies, may want family to have one.	• Playhouse materials and costumes for dress-up. • Conversations with child regarding feelings, events, and reactions.

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Child Development Age 4 to 5 Years

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GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• The 4 year old is at the age of "finding out." • Brain, spinal cord, and nerves reach almost full adult size by 4 to 6 years, with little growth thereafter. • Has high motor drive, takes pleasure in all locomotion activities (i.e., running, rolling, climbing, hopping, rudimentary galloping, swirling, swinging, somersaulting). Tends to be very noisy. • Walks up and downstairs one foot to a step. • Uses hands more than arms in catching a ball. Can cut on a line with a scissors. Able to color within the lines. Beginning to copy capital letters. Can carry water without spilling it. • Seems to have colds all winter, aggravated by preschool or daycare attendance.	• Outdoor play. • Construction toys (i.e., legos, blocks, etc.). • Sewing cards and stringing small beads. • Painting (finger and easel), drawing, and coloring.
COGNITIVE	• Notes likenesses and differences between two objects. Able to show biggest and longest of three things. Able to order 5 blocks from heaviest to lightest. Distinguishes parts of an object from the whole object (i.e., notes sleeve missing from coat in picture). • Talking vocabulary reaches 1550 words. Asks "why," "when," and "how" questions, and word meanings constantly. Clearly says first and last names. Uses forbidden words learned from peers (i.e., "pee pee," "poopie pants"). Loves to whisper and have secrets. • Confuses fact from fiction in story books. Tends to tell tall tales. Can be violent in storytelling (i.e., stresses death, killing, objects that crash). • Can count to 30 by rote memory. Developing a sense of time expressed through words (i.e., days, months, time to go to bed). Beginning to understand seasons and activities related to each season.	• Nature walks. • Verbal games demanding visual focus and thinking skills (i.e., "What's Missing?" "What/Who Am I Describing?"). • Matching pictures and objects. • Sequence cards. • Make up stories (i.e., "What If I...") where child adds the ending.

Child Development Age 4 to 5 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
AFFECTIVE	• Has expanded sense of self, so may brag, boast, and exaggerate. Has vivid imagination. • Knows own sex. • Strong feeling for family and home. Concerned for younger children in distress or baby sibling. • Responds to verbal and physical limitations (i.e., "As far as the corner"). Has beginning awareness of "good" and "bad." • Ready for group and cooperative play, as cooperation, sharing, and taking turns comes quite easily. Can play outdoors without too much supervision. • Has tendency in play groups for division along sex lines (i.e., boys play with boys, girls with girls). Prefers companionship of children to adults.	• Dramatic play, including finger puppets, shadow plays, acting out favorite stories. • Active doll and homemaking play. • Dress-up in adult clothing and role play.

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Child Development Age 5 to 6 Years

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 5-6 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	- The 5 year old is "friendly, cooperative, and stable." Overall, this is a calm and contented time during which children feel secure about themselves and their world. - Skillful in climbing, sliding, swinging; smooth bodily control. Walks a straight line for 10 feet. Skillful on tricycle and learning to ride small bicycle. Enjoys tumble activities. - Accompanies music with actions (i.e., walks like a bear). - Handedness well established. Holds pencil, brush, or crayon in adult grasp between thumb and first finger. Able to lace shoes and learning to tie shoe laces. Able to draw a recognizable person, including arms, legs, and other details. - Relatively capable of dressing self, but may become bored and need considerable help. More successful if clothes are laid out. - May have one or two colds all winter. Beginning to build immunity.	- Gymnastics. - Hand activities: painting, coloring, cutting, pasting. - Puzzles. - Phonograph with records.
COGNITIVE	- Likes to practice intellectual abilities and show adults ability to print name, write numbers up to 5, and spell words from favorite books. - Can match numeral with quantity of objects. Has some understanding of size and quantity words (i.e., half-whole, big-little, tall-short). - Has an interest in clocks and calendars, although has not mastered telling time. Usually knows the names and sequence of the days of the week and months. - Can sort objects by size, color, shape, and category.	- Simple board games, lotto, and bingo. - Craft materials (i.e., yarn, craft sticks, construction paper) - Simple science equipment (i.e., magnets, magnifying glass, flashlight, stethoscope).

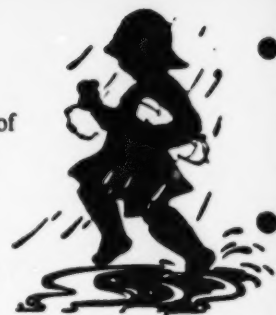
Child Development Age 5 to 6 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	• Average vocabulary of 2200 words. Uses plurals, pronouns, tenses correctly in well-constructed sentences. Recites or sings rhymes, jingles, or TV commercials. • Asks "Why" questions mainly to obtain information. Will usually ask for a definition if hears a new word. • Loves to be read to. May recognize simple words and asks frequently what letter combinations spell. Memorizes favorite stories or may act them out with friends or alone. • Interested in science and nature materials.	• Listed on first page.
AFFECTIVE	• Satisfied with staying home or being in familiar surroundings. Lives in the here-and-now with little thought to past or future. • Intent on pleasing parents and caregivers. May see mother or other primary caregiver as the favorite and most important person. • Great drive to make friends. Learning to share leadership, ideas, materials, and companions. Can assume social amenities when necessary. • Vocation interest may be envisioned and discussed (i.e., "I want to be a doctor"). • Likes to undertake only those tasks which can be accomplished successfully, thus avoiding frustration and dissatisfaction.	• Impersonation play to act out and discuss ideas. • Dolls, dollhouses (both large and small scale), dolls with accessories, miniature town with people and vehicles. • Occupational costumes for dress-up and imaginary play.

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Child Development Age 6 to 7 Years

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GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• The 6 year old is "egocentric, expansive, and imaginative." Full of adventure, likes to experiment, and likes the new. Has boundless energy and undertakes almost anything. • Enjoys boisterous, ramble-scramble play (i.e., wrestling). Experiments with new ways of balancing body in space (i.e., climbing trees, stunts on playground equipment, swinging). Overextends self frequently in motor behaviors (i.e., swings too high, builds block constructions so high they fall down). • Touches, handles, and explores everything in sight, but there is often more activity than accomplishment. Seems to be more aware of hand as a tool. Awkward in performing fine motor tasks, yet has a new demand for such activities. Seems to be all legs and arms and coordination is not always good. • Increasingly restless, constantly active even when sitting (i.e., wriggles, bounces, may even fall off chair). Has good deal of oral activity while working (i.e., tongue extension, pencil biting or tapping). • Capable of dressing self, but often does not want to. Frequent hassles about what to wear. • Health-wise, tends to be full of physical complaints. Mucous membranes seem to be more sensitive and more easily inflamed. Communicable diseases are frequent. Tends to have many falls, cuts, bruises, and scrapes.	• Bicycle, wagon, playground equipment. • Digging, dancing, climbing, roller skating. • Tag, hide-and-seek. • Ball activities (i.e., bouncing, tossing, and catching). • Jump rope and hopscotch. • Tinker toys, legos, other construction tools. • Carpentry. • Household tasks (i.e., setting table).
COGNITIVE	• Interested in looking at an expanded world, including relationships among home, neighborhood, and entire communities. • Increasing understanding of time (time for school, time for bed) although duration of time has little meaning. Notion of time sequencing is expanding (i.e., hearing of own babyhood and those of parents'). Can sequence by holidays and has some idea of seasons.	• Dress-up play. Dolls. • Creativity generating activities (i.e., crayons, paints, clay, things to fold). • Wires, magnets, magnifying glass. • Puzzles and books.

Child Development Age 6 to 7 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	- Loves to talk - enjoys conversing and sharing thoughts. Has good pronunciation and fairly accurate grammar. - Most can read, though each at own level. Most can print the whole alphabet in both upper and lower case. Can print name. - Can count by ones to 30, by tens to 100, by fives to 50. Overestimates larger numbers (i.e., "a zillion"). Can add correctly sums within 10 and subtract differences within 5. Most interested in balanced numbers (2 and 2). Can use simple measurements. - Enjoys paper activities with a passion (i.e., cutting, drawing, coloring, pasting). Drawings are expansive and imaginative. - Uses imagination in pretend play (i.e., play house, cops and robbers). Increasing ability to differentiate fantasy and reality. Interest in magic is strong.	Listed on first page.
AFFECTIVE	- Likely to be brash, aggressive, and self-centered. Always wants to be a winner (i.e., the best, the first, to have the most) and therefore, does not play well at competitive games. - Apt to give self-praise ("I'm certainly getting good"). Often exaggerates ability ("That's easy") when struggling with a difficult task. - Finds it difficult to accept blame, criticism, or punishment for any reason, and when things go wrong, sees it as another's fault. - Customary tension outlets range from wriggling and kicking, to sharp verbal comments ("I hate you"), to outright temper tantrums. More minor outlets may include nail biting and nose picking. - Feelings about death are becoming more emotional (i.e., may worry that parents will die and leave). However, child still tends to think of self as eternal. - Limited notion of ethical concepts. Goodness is doing specific things parents require or permit. Badness is doing things parents disapprove of or forbid. - Sex play (i.e., doctor play) is quite customary. Humor consists mostly of silly giggling over bathroom words.	- Praise is important to the child. Find events daily for which you can praise the child. - Teachers and parents can employ many techniques in dealing with uncooperative behavior (i.e., giving chances, counting, sidestepping issue, and bargaining). There is probably no age at which the use of such techniques is more greatly needed or more rewardingly effective.

Child Development Age 7 to 8 Years

The National Association for the Education of Young Children (NAEYC), the National Council of Teachers of Mathematics (NCTM), the National Association of Elementary School Principals (NAESP), and others have adopted standards for early childhood education which stress "developmentally appropriate" scheduling, teaching strategies, activities, and materials. Developmental characteristics of children 7-8 years are listed below. The characteristics have been taken from several sources in the child development field. The chart is meant as a general guideline; please remember that every child grows and develops at his or her own rate and that no two children are exactly alike at a given age.



GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
PHYSICAL	• The 7 year old is "thoughtful, sensitive, and serious." • Physical movements are more self-contained, more restrained and more cautious. Posture is more tense and erect. • Acquires the ability to orient body and focus for skills requiring side position (i.e., bow and arrow, bat and ball). • Tends to be an observer rather than an active participant. Sits quietly and listens. Can spend hours at whatever doing (i.e., playing the piano, jumping rope, reading, or working at a workbench). • Tends to be a good and independent dresser. Likes to wear familiar clothes and not to change to new ones. • Tends to be healthier than before. May, however, complain of aches and pains (i.e., headaches, pains in knees).	• Kite flying, bow and arrow, bat and ball. • Group games such as soccer or baseball. • Jump rope, hopscotch, roller skating. • Continues pretend play with more sophistication, needs to have real tools rather than pretending to have them.
COGNITIVE	• Has greater ability to concentrate. Uses more discrimination in thinking and actions. Takes more time to mull things over and analyze them. Good at planning own activities. • Tells time by hours and minutes. Begins to know simple fractions and understands place value in number notation. Increasing ability to add, subtract, and count. Understands both size and shape, including some simple proportions (i.e., four times as heavy, twice as tall). • Fascinated with all aspects of nature. Collecting (from bottle caps to rocks) is an important pastime.	• Books, ranging from "I Can Read" books to comic books. • Following blueprints for models. • Designing fashions for paper dolls. • Copying patterns. • Computer games.

Child Development Age 7 to 8 Years (cont.)

GROWTH AREAS	CHARACTERISTICS	DEVELOPMENTALLY APPROPRIATE ACTIVITIES
COGNITIVE (cont.)	- Precise in language, says things just right and will correct self and others when speaking. Uses more adverbs. Verbalizes the negative (i.e., "I can't", "I haven't had that"). Interested in the meanings and spellings of words and likes to use pictorial dictionaries. - Generally, fair at reading and may enjoy reading silently for pleasure. Comprehends the sense of a story even without knowing all of the words. Ability to spell usually lags considerably behind ability to read. - In printing, able to form capital and lower case letters with more uniform height. Reversals and substitutions of letters are generally a thing of the past. Girls tend to be ahead of boys in evenness of size of letters and evenness of baseline. - Likes to play table games (i.e., checkers, dominoes), jigsaw puzzles, or simple card games.	Listed on first page.
AFFECTIVE	- Calmer, more withdrawn, and easier to get along with. - Can entertain self when alone. - Frequently worries about things (i.e., "What if ..."). - Highly demanding of self, but not always able to complete tasks, even though perseveres for exhausting periods of time. May need help in knowing when to stop to avoid senseless frustration. - Concerned about self and how treated by others. Fairness is very important. When in a group, likes to be part of the group and not identified separately for either praise or blame.	Active listening to child's complaints, hearing with understanding and accepting the concerns as real for the child.

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APPENDIX B

ANNOTATED BIBLIOGRAPHY

EARLY CHILDHOOD EDUCATION

ANNOTATED BIBLIOGRAPHY

I. General Issues

Bredekamp, S., (Ed.) *Developmentally Appropriate Practices in Early Childhood Programs Serving Children Birth Through Age 8*. (Expanded edition). Washington, DC: National Association for the Education of Young Children (NAEYC), 1987.

This key curriculum and policy guide has been written into State and Federal legislation and provides: a policy statement on, and examples of, developmentally appropriate practices (DAP) at each age level; strategies for successful transitioning from level-to level; communicating to parents and administrators about DAP. Each section offers a reference list. (Refer to the Appendix on Resources for further details about NAEYC.)

Caldwell, B. M. "All-day Kindergarten -- Assumptions, Precautions, and Overgeneralizations." *Early Childhood Research Quarterly* 4(1989): 261-266.

This article addresses the mixed messages to the public concerning early childhood education. On the one hand, its importance has become more widely accepted; on the other, some educators caution against pushing school-readiness skills too early, especially in all-day kindergartens. The core issue now is adjusting the K-curriculum (whatever its length) to children's individual differences and promoting learning processes over learning production. "Developmentally appropriate" is not explicitly defined.

Cohen, Deborah L. "Elementary Principals Issue Standards for Early-Childhood Program Quality." *Education Week* (August 1, 1990): 14.*

In their guide for quality standards for more developmentally appropriate instruction for three- to eight-year olds, The National Association of Elementary School Principals (NAESP) issued recommendations to foster: more active learning; alternatives to formal assessment, entry-level testing, letter grades and retention; alternative group strategies; child-centered environment (e.g., low child-adult ratio); collaboration among schools, parents, support agencies. A summary of these standards is available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory (NWREL).

* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Cotton, K. and Conklin, N. F. *Research on Early Childhood Education: A Topical Synthesis*. Portland, OR: Northwest Regional Educational Laboratory, 1989. (\$3.90)*

This synthesis was developed as part of the NWREL School Improvement Series. Given the trend for increasing emphasis on kindergarten programs, it is important to examine what well-designed research reveals about the short- and long-term effects of early childhood education. Several pages of annotated references are included. [HANDOUT]

Cummings, C. "Appropriate Public School Programs for Young Children." *ERIC Digest*. (PS-EDO-4-90).*

This concise overview addresses the areas of: ECE developmentally appropriate research and policy positions, philosophy, screening, curriculum, teacher preparation, parent involvement, community collaboration, and ways to sustain programs. [HANDOUT]

Drew, M. and Law, C. "Making Early Childhood Education Work." *Principal*. (May 1990): 10-12.

The theme of this article is a high quality, full-day kindergarten as the key to a developmentally appropriate early childhood program. A school in Omaha decided this was the path to take in response to teachers concerns that children were being pushed too early to perform academically. The article includes their philosophy statement and details about the program.

Kagan, S. L. *Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies*. Washington, D.C.: U.S. Department of Education Office of Educational Research & Improvement, 1990.

At the 1989 Education Summit, President Bush endorsed a fourth "R": readying children for social and functional competence. Research supports the effectiveness of early intervention for low-income children. Despite different program agendas, the research consensus is that the quality of such programs is most linked to: (1) the relationship between child and caregiver; (2) relationship between caregiver and parent; (3) the environment. In addition to traditional academic achievement, the author advocates program outcome goals of equality and integrity. Strategies for excellence include moving from: (1) program to systems models; (2) "particularistic" (competitive, isolated) to "universal" (cooperative) vision; (3) short to long-term commitments.

* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

Mitchell, A. W. "Schools That Work for Young Children." *The American School Board Journal* (Nov. 1990): 25-41.

This article describes a Bank Street College of Education 1989-90 study of five diverse public elementary schools in New York City. Successful programs were found to have three factors in common: (1) whole-child centered sense of purpose coupled with flexible practices; (2) commitment to teamwork and shared decision making; (3) commitment to staff development. Effective intervention recognizes that youngsters learn by doing; is an integrated process, is developmentally appropriate; is multicultural, community-based and teacher dependent. School boards can promote such practices by supportive policies.

National Association of Elementary School Principals. *Standards for Quality Programs for Young Children*. Alexandria, VA (1990)(60 pages).

What is new in early childhood public education is: (1) the rising number of classes for three- and four-year-olds; (2) "a growing recognition ... that young children are not simply a smaller version of older children." (p.1) This guide lists quality indicators for curriculums, school personnel, accountability, parental and community components of programs, and a checklist for applying these standards. An abbreviated version of this lengthy checklist is available through the Rural Technical Assistance Center (R-TAC), Northwest Regional Educational Laboratory.

Peck, J. T., McCaig, G., and Sapp M. E. *Kindergarten Policies: What is Best for Children?* Washington, DC, Research Monographs of the National Association for the Education of Young Children, Volume 2, 1988.

Recommendations are made regarding kindergarten entry age, testing, curriculum and length of the school day. On entry age, the advice is to set reasonable cutoffs, reach all eligible children, include parents in the decision, and reexamine the appropriateness of the curriculum. The authors recommend using valid, reliable tests only for their intended purpose, in conjunction with multiple indicators and parental involvement. Stressed are: developmentally appropriate goals and practices; communication with parents and the entire school community; priority funding for small class size, low adult-child ratios, teachers with degrees in early childhood education and inservice training; maximizing program options and length of the school day.

Warger, Cy., editor. *A Resource Guide to Public School Early Childhood Programs*. Alexandria, VA, Association for Supervision and Curriculum Development (ASCD), 1988. (198 pages) [source: Jack; review for more program data]

Articles by different authors discuss current ECE trends and issues: implications of research; resistance to developmentally appropriate practices; public school involvement in ECE; kindergarten for the economically disadvantaged and direct instruction; descriptions of 19

diverse kinds of programs (contact information, program overview, mission, operation, funding, unique features, references); national resources.

Weikart, D. P. "Changed Lives: A Twenty-Year Perspective on Early Education." *American Educator*. Vol. 8, No. 4 (1984): 22-25; 43.

This article summarizes the outcomes of the most extensive follow-up study conducted of early childhood education. The 20-year longitudinal study concluded that the overall impact was positive on the 123 young adults who had attended the Perry Preschool program for economically disadvantaged children. The curriculum used, now called the High/Scope Preschool Curriculum, is loosely based on Piaget's developmental theories.

II. Curriculum: Early Literacy and Math

Graves, M. *The Teacher's Ideabook: Daily Planning Around the Key Experiences*. Ypsilanti, MI, The High/Scope Press, 1989.

This book features the High/Scope Curriculum (formerly known as the Cognitively Oriented Curriculum), whose philosophy is that early childhood education should nurture self-reliant problem solvers through active learning. Influenced by Piaget's developmental stages, it provides principles and types of activities planned around individual needs, interests and styles. A team approach is emphasized, with each team member making notes on a daily observation sheet called the Child Assessment Record (CAR). Briefly described are studies demonstrating the validity of the curriculum, and the important link between preschool experiences and later academic and social development. An appendix lists sources of songs and fingerplays.

Harcourt, L. *Explorations for Early Childhood*. Ontario, Canada: Addison-Wesley, 1988.

This is a comprehensive guide to an activity-based kindergarten and pre-kindergarten mathematics program. Theory on each of the following math concepts is coupled with concrete examples of related practices: problem-solving, number, geometry and measurement. Activities related to these concepts are organized around six units: circle activities, theme activities, daily routines, home projects, and finger plays. The guide also furnishes an annotated bibliography of children's literature related to major math concepts.

Heibert, E. H. "The Role of Literacy Experiences in Early Childhood Programs." *The Elementary School Journal*. (1988). 89(2): 162-171.

The emergent literacy perspective is presented as an alternative to standard beginning reading and written language approaches that stress

discrete skills such as letter naming. Information is presented on children's existing literacy knowledge/processes prior to formal instruction, and ways to strength the match between this existing literacy base and instruction. The Metropolitan Reading Readiness Test's addition of a pre-literacy inventory is an example of a test that supports the emergent literacy viewpoint.

Lomax, R. G. and McGee, L. M. "Young Children's Concepts About Print and Reading: Toward A Model of Word Reading Acquisition." *Reading Research Quarterly*. (Spring 1987). 22(2): 237-256.

The authors tested several theoretical models of the development of print and word reading on measures obtained from three- to seven-year-olds. The model which fit the data best contains five components: concepts about print, graphic awareness, phonemic awareness, grapheme-phoneme correspondence knowledge, and word reading. The relevance of these concepts to reading instruction is that they are key pre-skills and follow a developmental sequence.

Morrow, L. M. "Young Children's Responses to One-To-One Story Readings in School Settings." *Reading Research Quarterly*. (1988) 23(1): 95-105.

This study report compares exposure vs. non-exposure to story reading on low ability, low socioeconomic status four-year-olds in day care centers. Such exposure increased the number and complexity of interpretative responses over a more traditional reading readiness approach used in the control group.

Nunnally, J. C. "Beyond Turkeys, Santas, Snowmen, and Hearts: How to Plan Innovative Curriculum Themes." *Young Children* (November 1990): 24-29.

The article offers a planning strategy for developing innovative themes for group activities to promote early childhood cooperation skills: 1) brainstorm on topics, 2) design a theme's implementation, and 3) plan specific group activities. Parents and students play a role in planning as well. The reference list includes activity books and other ECE curriculum-related materials.

Pinnell, G. S. "Reading Recovery: Helping At-Risk Children Learn to Read." *The Elementary School Journal*: (1989) 90(2): 162-183.

Reading Recovery, compatible with the whole language philosophy, is an early innovative approach to help at risk children "catch up" featuring: special teacher training, intensive one-to-one sessions for 10-20 weeks, focus on strengths, and reading and writing immersion rather than drill. The author concludes that the program warrants continued attention due to its unique features and positive evaluation results.

Pinnell, G. S., Fried, M. D., and Estice, R. M. "Reading Recovery: Learning How to Make a Difference." *The Reading Teacher*. (January 1990): 282-295.

The authors provide a sample lesson plan, a participant teachers' selections, teacher training model and research base for Reading Recovery, a promising short-term early intervention program developed to give extra help to the lowest achieving readers in first grade. The program involves daily, 30-minute individual lessons in which teachers reinforce and analyze what are considered developmentally appropriate reading and writing activities.

Strickland, D. S., and Morrow, L. M. "Developing Skills: An Emergent Literacy Perspective." *The Reading Teacher*. (Oct. 1989): 82-83.

This article addresses the concern that the holistic emergent literacy perspective slights the need for specific skill acquisition. A case is made that positive attitudes and strategies for learning to read and write go hand-in-hand with development of the subskills necessary for school success. The teacher's role is to provide the conditions for embedding skills in the strategic learning process.

The Western Reading Recovery Program. Vol. 2, No. 1. Portland State University: November 1990.

With the Reading Recovery (RR) program now into its second year at PSU, this newsletter reports on the program's first year and upcoming plans. In 1989-90, 14 teachers were trained and 105 at-risk children served. For 1990-91, plans are underway to implement RR in 19 school districts in Oregon and Washington. For year 3 (1991-92), the application deadline for teacher and leader training is March 29, 1991. Also given are: training sites and costs, a description of the leader role, visitor's policy, contact information, and information about obtaining an introductory video.

Wasik, B. A. and Slavin, R. E. *Preventing Early Reading Failure With One-To-One Tutoring: A Best Evidence Synthesis*. Baltimore: Center for Research on Effective Schooling for Disadvantaged Students (Johns Hopkins University), 1990.

Adult one-to-one tutoring has been demonstrated to be highly effective in reaching these students. Five primary programs that utilize individualized tutoring are analyzed: Reading Recovery, Success for All, Prevention of Learning Disabilities, Programmed Tutorial Reading, and the Wallach Tutorial Program. The authors conclude that all the programs positively impacted student achievement at least in the short-term; those with certified teachers as tutors had the most substantial effect.

III. Assessment

Bagnato, S. J., Neisworth, J. T., and Munson, S. M. *Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions*. (2nd ed.) AGS: Circle Pines, 1989.

This test publisher explains procedures for designing a Prescriptive Developmental Assessment battery for preschoolers. Included are reviews of over two dozen scales, curriculum, checklists and actual case studies.

Fairbanks North Star Borough School District Language Arts and Reading Assessment, Grades 1 and 5: Jim Villano, Fairbanks North Star Borough School, Box 1250, Fairbanks, AK 99707-1250 (NWREL Test Center #400.3FAINOS). [date?]

This document includes a package of instruments for assessing various aspects of reading and language arts achievement at grades 1 and 5. The grade 1 package includes a "writing sample" in which students prepare a picture story and then caption it; a scale for measuring attitude toward reading; a teacher rating of reading progress; and holistic listening and speaking ratings.

From Computer Management To Portfolio Assessment. Jackie Mathews, Orange County Public Schools, Orlando, FL, *The Reading Teacher*, February 1990. (NWREL Test Center #440.6FROCOM).*

The four core elements of a reading portfolio for grades K-2 are detailed: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. The reading comprehension test is still under development. The article also describes optional assessment tools, and other necessary elements for an innovation of this type: administrative support, a climate for change, experts in the area of reading, good staff development, and grassroots interest.

Goodman, K. S., Goodman, Y. M., and Hood, W. J. *The Whole Language Evaluation Book*. Portsmouth, NH: Heinemann, 1989.

This anthology of essays by teachers and writing consultants explores whole language principles, issues and approaches. Included are samples of self and peer evaluation as well as teacher-directed evaluation ratings, checklists, anecdotal records and miscues. Though the main focus is not

* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

on early childhood education, some methods may be adapted to ECE and two sample growth documentation forms for kindergarten are included.

Hyson, M. C., et al. "The Classroom Practices Inventory: An Observation Instrument Based on NAYEAC's Guidelines for Developmentally Appropriate Practices for 4- and 5-Year-Old Childre." *Early Childhood Research Quarterly*, (1990), 5: 475-494.

This article describes a promising new assessment instrument specifically based on the National Association for the Education of Young Children's guidelines for appropriate early childhood curriculum practices. The authors reached their conclusion about the 26-item rating scale after studying ten preschool programs.

ILEA/Centre for Language in Primary Education. *The Primary Language Record: A Handbook for Teachers*. Portsmouth, NH: Heinemann, 1988.

"Primary" is defined as ages 3-11 by the London-based Centre. The handbook contains a copy of, and explains the language and literacy development concepts underlying, the Primary Language package consisting of: (1) the main record, and (2) an optional observation and sample sheet which can be incorporated into a teacher's existing record system. The system is designed to involve children, parents and all the child's teachers; record progress in all of a child's languages; and serve as a cumulative language profile.

Integrated Assessment System: Mathematics and Language Arts. Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498, (512) 299-1061. (NWREL Test Center #010.3INTASS).*

The Psychological Corporation will shortly have available portfolio packages for math and language arts for grades 1-8. This document provides a brief outline of what those packages will be like, but describes the language arts system only. They appear to involve both formal and informal indicators of many aspects of performance: standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

Juneau Integrated Language Arts Portfolio for Grade 1, Ed McLain, Juneau School District, 10014 Crazy Horse Drive, Juneau, AK 99801 (907) 463-5015. (NWREL TEST Center #400.3JUNINL)*

The Juneau Grade 1 integrated language arts portfolio includes: teacher checklists on reading development and oral language; a self-report of

* Available from the Rural Technical Assistance Center, Northwest Regional Educational Laboratory

attitude toward reading; one sample per quarter of text that a student can read at the instructional level; two samples per quarter of student writing; textbook embedded open-ended tests of reading comprehension; standardized test scores; number of books read by the student; and a checklist of language arts skills. Also included are checklists, rating forms, and a revision of the portfolio based on teacher feedback.

Langhorst, B. H. *Consumers Guide: Assessing Early Childhood Education*. Portland, OR: Northwest Regional Educational Laboratory, April 1989. (\$9.75)*

This guide provides comprehensive state-of-the-art assessment information, reviews of 50 available instruments and a "how to evaluate a test" checklist. Major reasons for testing of young children are: 1) screening to identify children at risk for potential learning problems; and 2) assessing readiness for a specific academic program.

Southwest Region Schools Competency-Based Curriculum--Grades K-4. Janelle Cowan, Southwest Region Schools, Box 90, Dillingham, AK 99576. (NWREL Test Center #010.3SOURCES).*

This is a draft curriculum document in which math and language arts objectives for grades K-4 are presented in two forms: (a) as a teacher checklist; and (b) with an indication of how to assess each objective. Objectives include listening, speaking, reading, writing, study skills, numeration, computation, problem solving, measurement and geometry.

The Role of Revision in the Writing Process. Linda Lewis, Fort Worth Independent School District, 3210 W. Lancaster, Fort Worth, TX 76107 (NWREL Test Center #470.6ROLOFR) [date?]*

This draft document provides information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analyses of student progress and skills checklists for grades K-5.

Work Portfolio As An Assessment Tool For Instruction. Gabe Della-Oiana, Department of Educational Psychology, 327 Milton Bennion Hall, University of Utah, Salt Lake City, UT 84112. (NWREL Test Center #470.3WORPOA)*

This is a draft paper which describes in detail a portfolio scheme for writing for grades K-8. Included are layout, content and forms for the front and back covers.

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APPENDIX C

TEACHER SURVEY

DEVELOPMENTALLY APPROPRIATE EARLY CHILDHOOD PROGRAM IMPLEMENTATION

TEACHER SURVEY

This self-study instrument is designed to assist teachers in their efforts to establish DAP programs.

A guideline for using the instrument is included.

This instrument can be re-used and the results checked against your previous scores, but it is just a rough profile not a true evaluation.

From: The Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program, State of Connecticut, Board of Education, 1990.

PREFACE

This self-study instrument, based upon the Connecticut State Department of Education publication *A Guide To Program Development For Kindergarten* (1988), is designed to support your efforts as a teacher to implement an early childhood program reflecting the qualities of developmentally appropriate programming described in the guide. By becoming involved in a self-study process, you will define the present status of your program and identify objectives for gradual growth to a more developmentally appropriate program. The use of this self-study will be enhanced by referring to that document. Persons with questions should direct them to the kindergarten/primary education consultant, Connecticut Department of Education (203) 566-5409. The self-study reflects the following definition of developmental appropriateness set forth in the Kindergarten Guide:

Developmental Appropriateness: The concept of developmental appropriateness has two dimensions:

Age appropriateness: Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development -- physical, emotional, social and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness: Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

UNDERSTANDING THE PROCESS

Change is an ongoing developmental process of self-analysis, study and gradual personal growth. This instrument will support that process. It is designed to help you to continually analyze your own program, heightening your awareness and ability to effect change.

This instrument is based upon the principles of developmental appropriateness delineated in the Kindergarten Guide; it is applicable to all early childhood programs in elementary schools and can be used by teachers of children ages 5-8 as a *self-study process*.

Building a developmentally appropriate early childhood program is a challenge to be addressed over several years. You can enhance the process by working together with colleagues who share mutual goals and by carefully limiting yourself to specific, achievable objectives. Therefore, we suggest that you use this instrument *over time* to help you to reflect upon your own program:

1. **Preview** Take time to carefully read the instrument before delving into completing any of its parts.
2. **Select** After careful consideration, choose one section as your present priority and complete that section.
3. **Be Realistic** Do not aim for a 100 percent score in any section. No teacher is expected to implement every objective in a section. Instead, plan to gradually and continually increase the developmental appropriateness of your program.

Because some of the items in this instrument are not totally within your control (for example: kindergarten entry policies), you may want to solicit support from administrators and other teachers to develop mutual, long-term strategies to address these objectives.

4. **Plan and Take Risks** After you complete a section, identify two to three objectives as priorities for change. Ask a colleague to help you plan strategies for these objectives. Take advantage of resources like the Connecticut State Department of Education's publication, *A Guide To Program Development for Kindergarten*, to support your planning. Then implement the changes, remembering that you will probably need many opportunities to experiment with the new strategies before they feel comfortable to you. Continue this process of targeting objectives, planning strategies and implementing them.
5. **Recheck** Complete the same section after a few months to see where you stand. At that time, you may want to also start on one additional section to begin the process of change in that area of your program.

CONTENTS

This document consists of five sections. Each section is subdivided into components to help you to further delineate the specific strengths and needs of your program.

Section	Page
The Learning Environment.....	1
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INSTRUCTIONS

To use this instrument, select one section and respond to each (-) item by indicating the degree to which your program presently meets that criterion:

- 1 = not yet/rarely/to a small degree
- 2 = sometimes/to a moderate degree
- 3 = usually/frequently/to a great degree

By totaling the number of points in each section and charting them on the *Profile of Developmentally Appropriate Practices* (p. 34), you can create a picture of the strengths and needs of your program and set priorities for your own efforts in enhancing its developmental appropriateness.

NOTE: *For future reference, please copy and keep the original of this form so that you can repeat the process when you want to monitor your own progress and/or continue to set new objectives for your own growth; or date each use of this instrument and use a different color pen when you repeat a section to see your growth.*

THE LEARNING ENVIRONMENT

A. Room Arrangement - Use of Space

1. I organize the physical space to encourage exploration.

— I provide an orderly, clear arrangement of equipment, materials, and supplies which are easily accessible to all children, including those with a variety of handicaps, and encourage children to make choices.

— I provide areas in the classroom for individual, small-group, and large-group activity.

— I make frequent small changes in the classroom and, on a regular basis, make more major adaptations of the physical environment and arrangement of space to meet individual children's changing needs and to prevent overcrowding in each area.

— I arrange the room to foster children's interaction with people and materials.

— I make provisions for a wide variety of behaviors, from exuberant to quiet engagement, including providing separate active and quiet activity areas.

2. I organize the physical space to encourage independence.

— I provide ample and distinct storage with shelves, containers, and supplies labeled with symbols, pictures, and/or words to encourage children to select and put away materials and to clean up.

Use this space to keep notes on:

1. What you are doing now.
2. What you would like to be doing.
3. What new learnings and/or materials you need to achieve this objective.

NOTES

- I provide a place for each child to store personal belongings.
- I provide many places for children to display their own work.
- I organize the room from the children's perspective to allow ease of movement and access to learning tools and activity centers.
- I encourage and support children to make changes in the environment to meet their self-identified learning needs (*for example: a child's decision to store some wooden cubes in the block center instead of the math center in order to decorate structures*).
- 3. I organize the physical space to encourage harmonious interaction and cooperative learning.
- I ensure that children have easy access to teachers as well as learning tools.
- I provide activity area boundaries that are well defined and observable to children.
- I allow adequate space and materials to accommodate the number of children allowed in each center (usually 2-6 children).
- I plan the room with an understanding of the safety hazards typical of an early childhood classroom and of young children, arranging the centers to divert traffic from areas where it would disturb work or cause accidents (*for example: the block center and painting easel are placed in protected areas*).

— I remain alert to the effects of the physical environment on behavior and make changes to address children's responses and needs (*for example: adjusting the number of children allowed to work in a center to reflect changes in the way children are using a center*).

— I provide private as well as group spaces to encourage children to create and experience cooperative and solitary activities when they feel the need.

B. Learning Tools: Equipment, Materials and Supplies

- 1. I offer learning tools that address a wide range of developmental capabilities (*for example: clay and sand activities as well as paper and pencil tasks to develop fine motor skills*).
- 2. I offer many learning tools that are open-ended (rather than limited to one specific use) so children can use materials in a variety of ways.
- 3. I extend, enrich and simplify activities to make experiences more meaningful to individual children (*for example: increase or reduce the amount of material to be manipulated; provide wider or narrower writing implements to help a child produce his or her desired result; furnish a variety of fiction and nonfiction books on many reading levels*).
- 4. I carefully introduce materials and activities on a regular basis (usually some each week) to assure basic mastery, to provide variety and challenge and to meet individual children's changing needs.

- 5. I provide sufficient numbers and multiples of some learning tools to encourage social interaction and peer modeling (*for example: sufficient numbers of blocks so that at least four children can play cooperatively*).
- 6. The materials may include commercial, teacher-prepared, “found” objects, and materials supplied and created by the children.

NOTES

Materials and Supplies Self-Study Checklist

Page 6 contains a list of suggested materials and supplies, organized by category, including those suggested in *A Guide to Program Development for Kindergarten*, (1988). No classroom is expected to include all these items at one time.

To use this list, place a checkmark next to the items which usually are available to your children on a regular basis.

Next, highlight the items which are not available in your classroom. Also consider whether you have included multiethnic, multicultural, and nonhandicapped biased learning tools, and note changes and additions you plan to make.

When you have completed this process, you will have a broad picture of the areas of strength and need related to the materials available in your room.

In order to develop a plan for the addition of materials, you may want to consider several factors:

1. **In which categories is my program particularly strong or weak?**
Check the three strongest categories.
Highlight the three weakest.
2. **Do I have personal interests or discomforts that have led to these strengths and weaknesses?**
Do I avoid any particular types of activities (*for example, messy activities like clay, sand, water, fingerpaint*)?
3. **Which two categories of need am I comfortable expanding?**
It is unrealistic to purchase equipment you are totally uncomfortable using now; leave that area for future development after you have taken time to gain more experience in that area and therefore become more comfortable with it.
4. **What are my specific priorities in these two categories of need?**
Set up a list. Identify which items you may be able to find, create yourself, or collect from families or other community members. Then make a formal request for additional program materials based upon this thoughtful analysis of the present status of the materials and equipment in your program.

List of Suggested Materials and Supplies

Audiovisual Equipment

Listening center with head phones
Cassette recorder
Record player
Overhead projector
Transparencies
Filmstrip projector and filmstrips
Screen
Computer and software
Camera and film

Library Corner

Fiction & nonfiction books, including some with companion audiotapes
Books made by children
Chairs, rocking chair, rug
Book racks, shelves
Reading "boat" or bathtub
Magazines
Audio tapes and records

Art Supplies & Materials

Modeling clay, play dough and tools
Easels
Scissors
Tempera paint and brushes
Finger paint
Paste and glue
Crayons, water color markers
Yarn
Newsprint & manila paper
Colored construction paper
Burlap and fabric scraps
Collage materials
Colored tissue and crepe paper
Wallpaper scraps
Cardboard and oaktag

Music

Rhythm and musical instruments
Autoharp and/or piano
Records and/or tapes
Scarves & other dance props
(see A.V. equipment)

Cooking

Electric hotplate and toaster oven
Electric frying pan
Measuring cups and spoons
Bowls, utensils, pots and pans
Recipes

Language Arts/ Writing Materials

A variety of crayons, pens, markers and pencils
Different sizes and types of paper
Manipulative letters of wood, crepe, foam and plastic
Picture file and art reproductions
Sentence strips
Letter stamps
Typewriter
Alphabet cards
Index cards for word banks
Teacher-prepared blank books
Games: matching alphabet, lotto, initial consonants
Small chalkboards
Chart stand with paper
Flannel board with cutouts
Puppets and puppet stage or frame

Gross Motor Play

(Some of these may be used outdoors or in gym)
Balance beam (low)
Rocking boats
Climbing structures
Slide
Stairs
Floor mats
Wheel toys, pedal toys, wagons, ride-on vehicles
Scooter board
Parachute
Games: ring toss, bean bags
A variety of balls
Jump ropes
Plastic paddles & large bats

Math and Other Manipulatives

Pattern blocks
Unifix or multi-link cubes
ESS wooden attribute blocks
Geoboards and geobands
Color cubes
Beansticks and loose beans
Base ten blocks
Tangrams
Primer (balance) scale
Tools for measuring length, area, perimeter, volume, and time

Supplemental Manipulatives

Set boards
Lincoln Logs
Other building materials
Peg boards and pegs
Real and play money
Counters such as buttons, chips, checkers, etc.
Games and puzzles for counting, numeral recognition, etc.
Numerals
Objects for sorting, classifying and ordering
Food and/or other items to develop fractions concepts
Tabletop building toys: Legos, small block sets, building sets and accessories
Puzzles
Parquetry blocks
Lacing boards

Construction

Wooden unit blocks
Large wooden hollow blocks
Large empty boxes
Wheel toys for riding
Steering wheel
Block play props: vehicles, toy animals, people and furniture
Signs
Planks
Rug

Dramatic Play

Kitchen appliances: wooden stove, sink, refrigerator, cupboard
Table and chairs
Doll bed, blankets, pillow
Dress-up clothes/ uniforms
Occupational props: fire hoses, doctor's kit, cash register and play money
Multiethnic dolls/clothes
Broom, dust pan
Ironing board
Telephone, pots and pans, clock, food containers, dishes, silverware
Typewriter
Doll house & accessories
Full-length mirror
Real props

Woodworking

Workbench
Tools: hammer, saw, vice, clamp, hand drill, ruler, screwdrivers, pliers...
Styrofoam, logs
Wood, nails, dowels

Discovery Materials

Sand table and accessories: sifters, shovels, pails, rakes, molds, funnels, measuring cups
Rice, beans and oatmeal to vary sand play
Gardening tools/ supplies
Magnets
Color paddles and prisms
Electricity: batteries, wires, bells, flashlight bulbs
Water tub and accessories: plastic tubing, small pitchers, handpumps, spray bottles, funnels, measuring cups, eye droppers
Magnifying glasses
Simple machines: pulleys, gears, inclined plane
Collections: rocks, shells, nests, insects
Animal environments and animals
Thermometers
Globe

C. Scheduling and Use of Time

NOTES

1. I organize the daily schedule to allow time for children to plan, implement and describe their activities.
- I prepare the room before children arrive so I am free to be with the children.
- I use routines to help children move from dependence on others toward independence.
- I meet with children daily -- individually and/or in small and large groups -- to discuss their individual plans and completed activities.
- I develop and use a nonwritten, symbolic, and/or written sign-up system, such as a pegboard, for activity choices to support children's planning and transitions.
- I allow time for adults and classmates to teach children the proper use and care of materials.
- I maximize continuous time for interactive learning play and minimize the number of transitions to encourage children's sustained involvement in complex activities.
- I help children to move calmly from one activity to another.
- I develop and teach children to use a checklist or reporting form to record and evaluate their completed activities.
- I have a convenient, effective, flexible method enabling me to record and change my daily plans.
- I allow ample time for clean-up by children and organizing for departure.

NOTES

2. I organize the daily schedule to reflect children's developmental needs.

— I allocate a significant portion of the day for sustained interactive learning play activities which are primarily child initiated and allow freedom of movement as well as continuous focused attention.

— I allocate a smaller portion of the day for activities that restrict children's movement as they participate in more structured, large-group activities.

3. I develop a well-balanced daily schedule that includes:

— Active as well as quiet activities.

— Individual, small-group and large-group activities.

— Indoor and outdoor activities.

— Independent projects as well as teacher-supervised activities.

— Child-initiated as well as teacher-initiated activities.

D. Program Tone

— **1. I like children and enjoy working with them.**

2. I create an atmosphere of warmth, stability, safety, dependability and enthusiasm with on-going comfortable interaction among adults and children.

— I greet each child at the start of the day.

— I give each child some individual attention and recognition every day.

NOTES

- I foster feelings of success in all areas of development for each child at his or her own level of accomplishment.
- I strive to maintain an optimal adult/child ratio in the classroom by involving teacher assistants, parents, student teachers, and other volunteers so an adult is available to assist each child when needed (in kindergarten, a ratio of at least 2:20; in first and second grades, a ratio of at least 2:25; 15 to 18 with only one adult in the room).
- I help each child develop self-esteem through encouragement, caring and focused attention.
- 3. **I foster discipline by modeling appropriate behavior and maintaining developmentally appropriate expectations for children in a nonthreatening, nonjudgmental environment.**
 - I emphasize positive, appropriate behaviors while allowing for mistakes.
 - I help children to respond appropriately by interceding, asking questions and/or redirecting before a problem arises.
 - I accept children's need to assert themselves, to be verbally expressive and to be inquiring.
 - I structure classroom activities to enhance cooperation rather than competition, and emphasize helpfulness, kindness and caring attitudes.
- 4. **I foster children's autonomy and social development through modeling and encouraging effective positive communication.**
 - I demonstrate self-control and coping skills myself.

- I recognize and acknowledge children's feelings and encourage verbal mediation.
- I encourage children to practice coping skills.
- I use gentle humor.
- I create a schedule that encourages and maximizes time for talking among children rather than primarily listening to adults.
- I expose children to different points of view.

NOTES

The Learning Environment:

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

A. Interactive Learning Play

1. **I value interactive learning play as the central activity of the children's learning process.**
 - A significant portion of the daily schedule is devoted to interactive learning play – active exploration and projects in learning centers.
 - Children often initiate and direct their interactive learning play (*including the choice of materials*) from the selection I provide.
2. **I am a facilitator of interactive learning play.**
 - I ask questions and make suggestions to help children develop thinking skills, expand themes and activities, and solve problems that arise in the course of their efforts (*for example: "Can you think of another way to sort these buttons?" , "Can you continue the road so it goes around Susan's block building?" , "How many ways can you make eight?" , "What information can you get from this graph?"*).
 - I structure interactive learning play by providing specific materials in well-organized activity centers.
 - I seek opportunities to participate in children's interactive learning play to gain greater insights into their teaching potential (*for example: I work with the clay, experiment at the easel, build with blocks and take a role in dramatic play occasionally*).

B. Activity Centers

NOTES

1. I provide a variety of at least 4-7 centers at any one time based on the curriculum goals for learning and the individual characteristics and interests of the children in the class.

— A construction center to encourage children to manipulate and create with blocks and block-building accessories.

— A writing center with a variety of paper and writing implements, files of pictures identified by name, letter stamps and a typewriter.

— A library center with a wide variety of books, story tapes and predictable books to provide opportunities to look at/read books and/or listen to stories.

— A dramatics center, an area which changes frequently to provide settings such as a house, a supermarket, a shop or a business.

— An art center with paint, crayons, chalk, paper, etc., which invites children to creatively express their feelings and impressions of the world around them.

— Multisensory centers offering a variety of manipulatives to promote mathematical concepts, listening, visual and auditory discrimination, and eye-hand coordination. Sand and/or water-tables often are included.

— An exploration center related to the biological, physical and earth sciences where children can observe, classify, predict and report information from a variety of science experiences.

— A cooking center available to children periodically.

- A large motor development center which provides access to indoor and outdoor areas for large movement activities such as climbing, running, jumping, balancing, dramatic play and large constructions.
- A game center housing a variety of games such as lotto, bingo and games made by teachers and older students.
- 2. **I organize the activity centers to address children's changing developmental needs and encourage their active participation in integrated learning.**
 - I offer a range of activities within each center to address a broad scope of developmental needs (*for example: the book corner has books without words, predictable books and more challenging ones*).
 - I place related centers adjacent to one another to encourage interaction between centers (*for example: dramatic play near large building blocks; writing center adjacent to listening center...*).
 - I change the environment by adding and deleting materials and activity centers to increase variety and challenge and to introduce and expand themes.
- 3. **I organize activity centers to maximize their effectiveness within realistic limits.**
 - I set up activity centers with room for 2-6 children in each center.

- I limit the number of activity centers based upon my evaluation of space, time and personnel to prepare, maintain and supervise quality centers. *(Five effective centers are more desirable than 12 centers which lack materials, attractiveness or adequate supervision.)*
- I incorporate both storage facilities and work/play space in each center.
- I locate centers with practical consideration *(for example, water, sand and art activities in tiled areas, library and blocks in carpeted areas...)*.

C. Themes

- 1. I use themes to unify learning across activity centers.

For example: If the theme is **FOOD** and **NUTRITION**, with **RESTAURANTS** being a topic for exploration:

- > The dramatic play area may become a restaurant with a few small tables and tableware, pads to write up the checks, a cash register to pay the bills, aprons or uniforms for the servers...;
- > The cooking center may become the restaurant's kitchen, with specific recipes and related ingredients to create food for the restaurant and math manipulatives to measure, weigh, pour...;
- > The writing area may have materials and sample menus brought by children from local restaurants so that children can create their own menus and advertisements, and write stories about restaurants and food;

NOTES

- > **The book corner** may have books about restaurants, the origin and delivery process for foods and cook books;
- > **The art area** may include materials and suggestions to create posters advertising the restaurant, placemats to use in the restaurant, pictures to decorate the restaurant and a large sign of the restaurant's name (*perhaps a group project*);
- > **The math area** may offer opportunities for sorting types of foods, graphing classmates' food preferences and/or adding the items on a "customer's" bill.

The class might develop a plan to include:

- > Creating a special meal or snack for invited restaurant guests (*perhaps parents, classroom volunteers or members of the school staff*);
- > Inviting a cook or waitress into school to talk about the restaurant business;
- > Visiting a local restaurant to learn about "behind the scenes" activities, thereby increasing the children's understanding and ability to expand the theme in greater complexity.

2. **I offer changing themes which are responsive to children's interests on a regular basis.**

— The themes use children's interests and experiences as a basis for learning (*for example: the arrival of spring may launch an interest in ants – their various sizes, how they move, what they eat, how much they grow – activities involving measuring, observing, exploring, researching...*).

- The themes are reflected in changes, additions and deletion of and/or within activity centers (*for example: the theme insects, with a focus of exploration on ants, might be reflected in adding an ant house, magnifying glasses, books about ants; and might be expanded to a study of other insects or other animals that children notice in the spring*).
- The themes are changed regularly (*usually every 4-6 weeks*), reflecting children's interests, sustained attention, and accomplishments.

The Integrated Curriculum:

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

NOTES

ROLES OF PLAYERS IN THE PROGRAM

NOTES

A. Teachers

1. I actively seek to maintain a good understanding of the knowledge base regarding:

— Child development from birth to 8 years.

— The learning process in early childhood.

— Teaching techniques specific to the young child.

— Observing and assessing young children's behavior and growth.

— Assisting parents to enhance their understanding of their child's development and to support this development in the home and school settings.

2. I have specific training in early childhood education and child development:

— I have studied or am studying child development, early childhood education or a closely related field (*i.e., child psychology, family relations*) at the college level.

— I attend several early childhood professional development programs annually to enhance my knowledge and skills.

— I am an active member of an organization related to the early childhood field.

NOTES

- I seek opportunities to observe other developmentally appropriate early childhood programs.
- 3. **I have experience working with young children. For example:**
 - I have worked in a program serving children younger than kindergartners.
 - I have worked in a kindergarten program.
 - I have worked in a program serving parents and their young children.
 - I have had student teaching experience in pre-kindergarten and/or kindergarten programs.

B. Children

- 1. **Children's own interests and needs are the core upon which I build my program.**
 - The themes which I use to integrate curriculum areas are based upon the children's interests.
 - The children are active participants in the planning process (*for example: if the theme is food and nutrition, with the focus of exploration being a restaurant, children may decide its name, the type of food served, the prices, how many customers can be served at a time...*).
 - I use the children's interests to increase their curiosity and build their skills.

2. Children have opportunities to make choices and participate in independent learning.

— Children are primarily involved in hands-on discovery, manipulation, exploration and investigation of many diverse materials in a child-centered environment.

— Children usually are free to move around the room.

— Children are encouraged to work individually and to work together in small groups (*for example: If a child needs help, he is encouraged to ask a friend*).

— Children are encouraged to think for themselves and question new ideas and concepts.

3. Children are treated as individuals, with unique strengths and needs.

— All children, including those with handicapping conditions, are accepted and valued at their own levels of ability and development and are encouraged to develop at their own pace.

— Children have access to multilevel experiences and concrete activities of varying degrees of complexity covering a broad developmental spectrum.

— Children are encouraged to respect, value and celebrate differences (*for example: When discrimination occurs in the classroom, I encourage discussion, understanding and resolution of the problem*).

4. Children learn to be responsible participants in groups.

- Children help to develop and implement positive class rules which encourage self-discipline.
- Children are encouraged to work cooperatively as team members in many small group experiences.
- Children usually are engaged in spontaneous talking with adults and classmates, discussing experiences and activities.
- Children are encouraged to be empathetic and responsive to others' feelings and needs.

5. Children learn to take responsibility for themselves and the environment.

- Children are encouraged to become self-reliant, caring for themselves and their personal belongings.
- Children are encouraged to be responsible for the care and storage of equipment, materials and supplies.
- Children are encouraged to take primary responsibility for clean up (*sponging tables, washing paint brushes, sweeping up sand...*).

NOTES

C. Teacher Assistants, Parents and Other Volunteers

NOTES

1. **Teacher assistants are prepared to implement their responsibilities.**

— They have received training in early childhood education (*preferably prior to being hired*) and/or they receive ongoing professional development for which I assume significant responsibility.

— Teacher assistants and I communicate regularly through frequent planning/evaluation meetings, as well as suggestions posted in learning centers, message boards and other devices (*for example: when patterning is a major learning activity, a sign in the manipulative area might suggest questions to be asked of children - "Can you copy this pattern? Can you extend this pattern? Can you find this pattern in the room? Can you invent another pattern? Can you invent a pattern that uses more shapes? More colors?"*).

2. **Teacher assistants support and reinforce children's learning with my direction.**

— They read to a child or group of children.

— They listen to and record children's dictated stories and/or encourage and assist children to write their own stories using invented and teacher-taught spelling.

— They help children with learning activities by asking leading questions, making suggestions...

— They guide children in learning and playing games.

- They listen to children tell stories and/or read books.
- They guide children in learning and playing games.
- They help to prepare materials and keep records.
- They help children to choose, record and evaluate their activities.
- 3. **I encourage, train and involve parents and other volunteers in the program in roles similar to those of the teacher assistant and coordinate their involvement in the program.**

D. Specialists

(including art, music and physical education teachers; school nurse; speech and hearing or language development specialist; social worker; psychological counselor; guidance counselor and special education teacher)

- 1. **I encourage specialists to support and enhance the program directly.**
- I encourage them to be involved in specific classroom activities with individual children as well as small and large groups.
- I work with them to coordinate their classroom activities with the regular classroom teacher to avoid content isolation.
- I seek opportunities to observe them model teaching in their area of expertise.
- I encourage them to lead workshops and discussions at parent meetings.
- I regularly ask them for feedback based upon their work with the children.

2. I encourage specialists to support and enhance the program indirectly.

— I regularly ask them for advice on ways of handling children with special needs, based upon their observing children in the classroom.

— I ask them to provide ideas for and/or supply materials and activities, and to help me to select new instructional materials, equipment and supplies.

— I seek opportunities for them to keep me informed of new research and new professional resources in the field (*including professional conferences, journals, pamphlets and books*).

E. Administrators

1. Administrators have a good understanding of the principles and components of high-quality early childhood programs:

— They have some training in child development and early childhood education.

— I encourage them to attend early childhood professional development programs by informing them of opportunities and asking them to attend presentations.

— I regularly seek their support for me, teacher assistants, and other early childhood colleagues to participate in early childhood professional development opportunities (attendance at conferences and workshops; discussions in faculty meetings, etc.).

NOTES

NOTES

- I take advantage of opportunities they create for communication and dialogue among teachers about developmentally appropriate programming, and about individual children's needs.
- 2. **I work with administrators and support them to provide an effective, consistent, ongoing communication system that creates a clear understanding and cooperative "ownership" of developmentally appropriate practices with parents, the community and all staff members.**
- 3. **Administrators place a high priority on developmentally appropriate class size:**
 - I work with them to limit class size to 20 or fewer children in kindergarten, 25 or fewer in first and second grades with two adults in the classroom (15-18 with only one adult in the room).
 - I actively seek their support of my efforts to effectively reduce class size with strategies like scheduling specialists in conjunction with other early childhood classes.
- 4. **Administrators place a high priority on developmentally appropriate adult:child ratios.**
 - When possible, they maintain a ratio of at least two adults for every 20 children in kindergarten and for every 25 children in first and second grades, through the provisions of teacher assistants.
 - I actively seek their support of my efforts to use specialists, parents, community members and older students to maintain or reduce this ratio of 2:20 in kindergarten, and 2:25 in first and second grades.

5. I work with administrators to encourage the use of developmentally appropriate principles and strategies related to kindergarten entry and class placement/grouping:

- Age is the only criterion used for kindergarten entry; therefore different levels of ability and development are expected and valued.
- Any tests used at kindergarten entrance and other intervals are valid, reliable and helpful in initial program planning and information sharing with parents.
- Retention is rejected as a viable option for young children.
- All children are welcomed --as they are-- into heterogeneous classroom settings.
- I actively support these entry and placement principles and strategies.

— 6. I work with administrators to support developmentally appropriate classrooms by striving to provide funds for needed staff, equipment, materials and supplies.

Roles of Players In the Program:

___ Subtotal	___ Date
___ Subtotal	___ Date
___ Subtotal	___ Date

EVALUATION

NOTES

A. Providing Program Continuity

1. I prepare children for the transition into and from my program.

— I create several opportunities for children and families to visit my program prior to their formal entry and/or foster informal interaction between my class and the preceding and following groups.

— I actively encourage children and families to participate in these opportunities.

2. I seek to meet the needs of all children who participate in my program.

— I focus on the individual developmental needs of children and accept age as the only entry criteria.

— I accept, value and plan for a broad range of developmental levels and welcome all children.

— I use the results of developmental screening to alert me to the need for further diagnostic assessment, not to place children in programs or to discourage entry into my program.

— I use test scores (if readiness or developmental screening tests must be used) to make initial instructional decisions about each child, not to create barriers to school entry or to attempt to group children into separate, homogeneous classrooms.

— I evaluate the results of formal screenings and tests in light of each child's daily classroom behavior.

**B. Observing and Recording
Children's Behavior and Growth**

NOTES

- 1. I take time to observe children's behavior and growth on a daily basis to identify individual needs and to ensure that children are involved in a variety of areas of the program.
- 2. I record my observations on a daily basis.
- 3. I use a variety of methods to study and record each child's development and current level of understanding. For example:
 - > I spend at least 10 minutes at the end of each day to jot down observations.
 - > I select a different group of children to focus on at regular/weekly intervals for individual note keeping.
 - > I use checklists to record frequently observed physical, social-emotional and intellectual developments and/or use self-recording forms completed by children.
 - > I save dated samples of work of each child.
 - > I keep a small note pad or clipboard handy at all times for recording observations and anecdotes.
 - > I use a camera to record non-permanent products such as block construction and organization of dramatic play.
 - > I use audio and video recording equipment to augment observations.

4. **I regularly use my observations and other records to identify and respond to children's changing needs.**

- I interpret observations within the context of the whole child.
- I look for patterns of behavior exhibited at different times and in different situations.
- To meet the diverse needs of each child, I focus on both children's areas of strength and weakness.
- I observe children's behavior in spontaneous, self-initiated activities as well as in teacher-initiated activities and routines.

C. Program Planning

1. **I use my observations to build developmentally appropriate expectations for each child.**

- I set individual, realistic goals so that each child is challenged and supported.
- I communicate in a positive, nonthreatening and encouraging manner to promote children's feelings of success and to develop children's capacity to learn from mistakes.
- I work to identify and respond to children's special needs and different learning styles.

2. **I use my observations to build short- and long-range plans for the group.**

- I assess regularly the suitability of classroom organization, room arrangement, management, routine and program content for the children's changing development.

NOTES

- I consider all aspects of development – physical, social-emotional, cognitive and creative – in setting goals and formulating plans.
- I develop long-range plans and organize concepts that will tie the program components together through the year to form an integrated curriculum.
- I plan both content and implementation of activities.
- 3. **My planning is very flexible.**
 - I modify plans on the basis of children's spontaneous interests, individual needs and responses.
 - I plan projects and activities to address children's needs by flexibly using locally developed curriculum guides and checklists, published teachers' guides, scope and sequence materials, and other appropriate resources.

___ Subtotal: Evaluation

___ Subtotal ___ Date

___ Subtotal ___ Date

___ Subtotal ___ Date

HOME-SCHOOL-COMMUNITY PARTNERSHIPS

NOTES

A. Changing Family Patterns and Needs

1. I am sensitive to and demonstrate acceptance of each child's individual family pattern, cultural heritage or special needs.
 - I create a broad positive definition about "family," including patterns like single parenting and blended families.
 - I strive to be knowledgeable about and sensitive to each child's family pattern and special stresses (*for example, illness or death of family member, new sibling, recent divorce...*).
 - I value cultural diversity and seek to establish and maintain a nonsexist, multicultural classroom environment. (*for example, my classroom contains pictures of members of many cultural groups of both sexes in varied occupations and professions*).
 - I strive to be knowledgeable about and sensitive to each child's special needs, including handicapping conditions.
2. I am responsive to the needs generated by cultural diversity and changing family patterns.
 - I seek effective, positive ways to be a resource for information and referral for families (*for example: child care services, economic and health supports...*).
 - I try to accommodate the needs of the children's families (*schedule only a few events each year, communicate with families by telephone when possible...*).

- I respond to the needs of working families and avoid scheduling patterns which disrupt families and children *(for example, I avoid scheduling parent conferences and/or meetings during the school day without helping to assure that child care options are available).*

B. Parents as Partners

1. **I involve parents in the transition processes *(from pre-kindergarten experiences to kindergarten, from kindergarten into first grade...)*.**

- I seek parental input about their children's development and their expectations.

- I include parent participation in the kindergarten entry process and/or in the transition into my class.

- I create opportunities for families to learn about and visit my program and the program the child will participate in the following year in ways that are responsive to their needs and availability.

2. **I strive to maintain open and clear lines of communication with families on a frequent and regular basis.**

- I summarize children's individual development and needs in clear, positive, jargon-free language.

- I use a variety of means for communication *(conferences, home visits, meetings, monthly newsletters, telephone calls, classroom visits by parents...)*.

- I respect parents for the difficult job they have, listen to their viewpoints and support them in their roles as parents.

3. **I actively seek to involve parents in a meaningful partnership that supports the child's educational experience.**

- I establish a trusting relationship with families, making them feel welcome to communicate frequently with program staff.
- I provide frequent, specific opportunities for parents to be involved with their child's education at home and encourage and support their efforts.
- I encourage families to participate in the program in a variety of roles responsive to their own needs and availability (*for example: preparing materials for the classroom, contacting other parents by telephone...*).

C. Building an Early Childhood Continuum

1. **I work with other school staff to build developmental continuity within my school.**
- I seek formal and informal opportunities to develop ongoing communication and cooperative efforts with all school staff.
 - I support and participate in school early childhood meetings addressing developmental continuity.
 - I communicate with school staff about the goals of our programs and encourage and participate in mutual observations of our classrooms in action.
 - I support efforts to build more realistic, developmentally appropriate expectations for children.
 - I share my understanding and knowledge of the children in my class with their next teachers.

2. **I work with other early childhood professionals and administrators to build developmental continuity among all early childhood settings: home, pre-kindergarten and elementary school programs .**

— I seek formal and informal opportunities to develop ongoing communication and cooperative efforts with all members of the community's early childhood programs.

— I support and participate in community early childhood meetings addressing developmental continuity.

— I communicate with community early childhood programs about the goals of my program and encourage them to observe my classroom in action (*for example: Head Start, school-aged child care...*).

— I take time to visit other early childhood programs in the community to see them in action.

— I support efforts to build more realistic, developmentally appropriate expectations for children in all community early childhood programs.

— **Subtotal: Home-School-Community Partnerships**

— Subtotal — Date

— Subtotal — Date

— Subtotal — Date

PROFILE OF DEVELOPMENTALLY APPROPRIATE PRACTICES

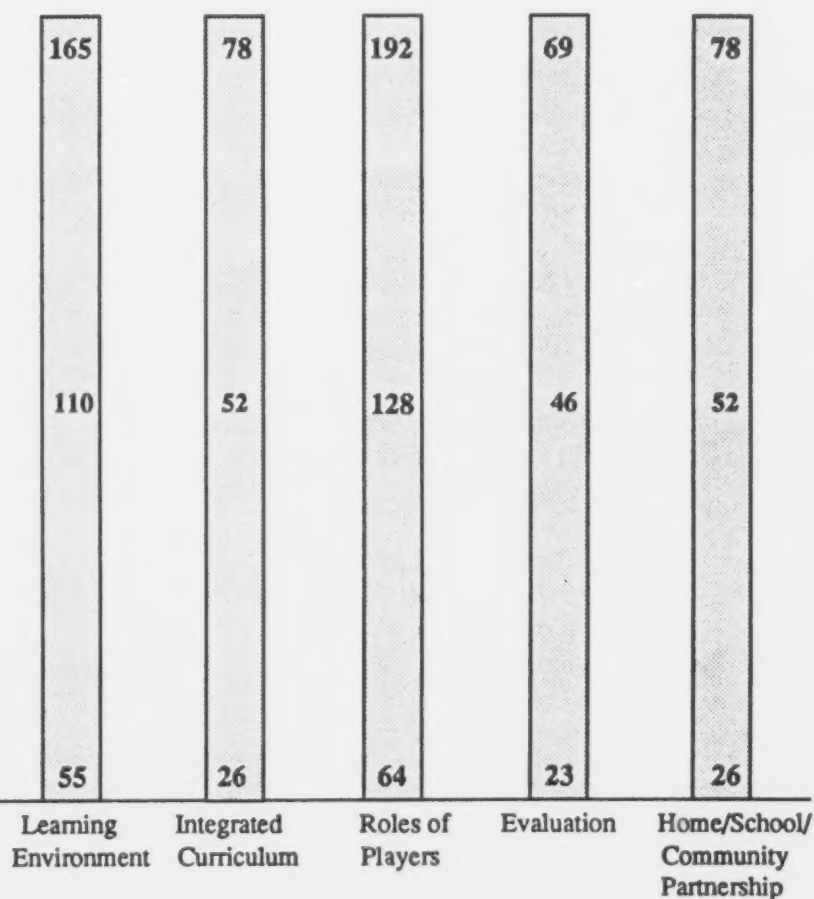
By recording the subtotal within each component, you can get a "rough" profile of the strengths and needs of your program.

DEGREE OF DEVELOPMENTAL APPROPRIATENESS OF MY PROGRAM

To a great
degree

To a moder-
ate degree

To a small
degree



PROGRAM COMPONENTS

As part of this formative document, the profile is provided as a visual representation of your program. Because all items in the instrument are not equal, this is only a rough profile. Please use it as a diagnostic tool in helping you to assess your program's strengths and needs, as well as your own growth. *This is not to be used as part of an evaluation process.*

APPENDIX D

SAMPLE CURRICULUM

SAMPLE CURRICULUM

ELEMENTS OF DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP)

+++ PURPOSE...

We honor each child's unique development by providing dynamic and nurturing learning experiences.

+++ ESSENTIAL ELEMENTS...

- 1.0 Instruction is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness.
- 2.0 Curriculum is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs.
- 3.0 Teacher observation of student progress is a primary focus of assessment. Progress reporting is narrative in form and individual rather than comparative.
- 4.0 Children are provided a nurturing and challenging environment that maximizes ease of transition from home to school and from group to group.
- 5.0 The school provides guidance for the social and emotional development of students.
- 6.0 The school encourages family involvement in the educational process.
- 7.0 School organization is flexible and responsive to the needs of children within the school community.
- 8.0 Ongoing staff development is provided to support professional growth for all staff members.

Corvallis School District #509J, 1555 S.W. 35th Street, Corvallis, Oregon 97333-1198, (503) 757-5811.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.1 Instruction is integrated.	1.1.1 Teachers conduct activities that incorporate interdisciplinary curriculum goals.	
	1.1.2 Teachers guide children's involvement in projects and learning centers.	
	1.1.3 Teachers enrich learning experiences.	
1.2 Children learn through active involvement.	1.2.1 Teachers provide a variety of learning activities from which children may choose.	
	1.2.2 Children are given opportunities to plan learning activities of interest to them.	
	1.2.3 Outings and visits from resource people occur frequently.	
	1.2.4 Children learn from each other in formal and informal settings.	
	1.2.5 Instructional methods encourage interaction between the teacher and the child.	
	1.2.6 Teachers use methods and techniques that engage the minds of all students throughout the instructional day.	

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.3 Learning materials and activities are concrete, real and relevant to children's lives.	1.3.1 Manipulatives are incorporated into planned instructional activities and kept readily accessible for informal student use.	
	1.3.2 A variety of work places is provided and flexibly used.	
	1.3.3 Learning materials and activities reflect the child's world in and out of school.	
1.4 Teachers build on children's motivation to make sense of the world and acquire competence.	1.4.1 Teachers work with children in a supportive way toward the accomplishment of shared and individual goals.	
	1.4.2 Teachers guide children to see alternatives, improvements, and solutions.	
	1.4.3 Teacher challenge students to overcome hurdles to achieve success.	

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.5 Instructional decisions are based on each child's progress.	1.5.1 Progress is assessed using a variety of techniques but primarily through daily observation and recording at regular intervals.	
	1.5.2 Instructional decisions are designed to challenge learners.	
	1.5.3 Assessment information is used to focus and individualize instruction.	
	1.5.4 Children are encouraged to extend themselves (take risks) and are supported while they learn from mistakes as well as successes.	
1.6 Teachers use knowledge of human growth and development as a basis for making instructional decisions.	1.6.1 Instruction reflects an understanding of the developmental needs of the age group.	
	1.6.2 Instruction is individually appropriate providing for interests and abilities outside the chronological age of the group.	

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: INSTRUCTION is child centered, activity oriented, subject matter integrated, and differentiated for age and individual appropriateness (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
1.7 Instruction is intentional.	1.7.1 Teachers/students have a clear understanding of curricular goals.	
	1.7.2 Centers and activities are goal directed and purposeful.	
	1.7.3 Teachers are competent in the use of a variety of teaching models and techniques.	
	1.7.4 Instruction promotes thinking processes.	
	1.7.5 Instruction promotes creativity.	
	1.7.6 Instruction incorporates differentiated content, process, and product.	

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: CURRICULUM is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
2.1 Curriculum is designed to develop knowledge and skills in all developmental areas.	2.1.1 Curriculum addresses the whole child —physical, social, emotional and cognitive.	
	2.1.2 Curriculum reflects knowledge of age appropriate activities.	
	2.1.3. Curriculum allows for individually appropriate instruction.	
2.2 Curriculum is both child-centered and content-centered.	2.2.1 Curriculum is implemented to take optimum advantage of child's curiosity and enthusiasm for learning.	
	2.2.2 Curriculum is implemented to develop a student's self-esteem through a sense of competence and positive feelings toward learning.	
	2.2.3 Curriculum content reflects students' interests as well as essential learnings.	
	2.2.4 Curriculum is responsive to individual differences in ability, development, and learning styles.	
	2.2.5 Curriculum is based on current research.	

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: CURRICULUM is designed to promote maximum student involvement in integrated learning that meets the students' developmental needs (continued).

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
2.3	Curriculum provides opportunities for interaction.	2.3.1	Activities promote interaction with materials.
		2.3.2	Activities provide opportunities for children to learn from other children and adults.
		2.3.3	Activities develop communication and cooperation.
2.4	Curriculum areas are integrated.	2.4.1	Traditional subjects such as reading, writing, and math are embedded into larger units of study as well as taught as individual developmental skills.
		2.4.2	Technical skills are taught as needed to support larger concept development.
2.5	Curriculum material instill acceptance and appreciation of differences and similarities among people.	2.5.1	Materials are multi-cultural and free.
2.6	Curriculum is designed to help children learn how to learn.	2.6.1	Activities and materials promote exploration, thinking, and creativity.
		2.6.2	Curriculum helps children learn how to access and use information.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Teacher observation of student progress is a primary focus of ASSESSMENT. Progress reporting is narrative in form and individual rather than comparative.

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
3.1	Student assessment is based on the child's development.	3.1.1	Development of the whole child--physical, social, emotional, and cognitive is assessed.
		3.1.2	Assessment occurs and is recorded at regular intervals.
		3.1.3	Students are given opportunities for self-assessment.
		3.1.4	Performance assessment, including observations and samples of student work, is the primary method used in student and program evaluation.
3.2	Student progress is reported to parents.	3.2.1	Reports to parents reflect growth and development of the individual child rather than a comparison to classmates.
		3.2.2	Written reports to parents are descriptive and narrative.
		3.2.3	Conferences are scheduled on an as-needed basis, but no less than two times a year.
3.3	Student progress is continuous.	3.3.1	Children are allowed to progress in all areas as they display developmental readiness.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Children are provided a nurturing and challenging ENVIRONMENT that maximizes ease of transition from home to school and from group to group.

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
4.1	The school environment invites learning.	4.1.1	Staff members provide a safe and clean environment.
		4.1.2	Staff members create a caring, emotionally secure environment.
		4.1.3	Physical space is designed and organized to facilitate interactive learning.
4.2	Children are assisted in making smooth, comfortable transitions.	4.2.1	Schedules provide smooth transitions and limit interruption of the instructional process.
		4.2.2	Transitions are eased through ongoing communication among staff members and with families.
		4.2.3	Staff members prepare students for transitions within the school setting.
		4.2.4	Children and families are assisted in making smooth, comfortable home to school transitions.
		4.2.5	Staff members are sensitive to traditions and values of students and their families.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Children are provided a nurturing and challenging ENVIRONMENT that maximizes ease of transition from home to school and from group to group (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
4.3 The diversity and inequities of each child's early life experience is considered.		
4.4 The wide variations in children's development and learning determines curriculum development.		
4.5 The school's expectations of the entering kindergarten students is reasonable, appropriate and supportive.		
4.6 The school provides age-appropriate teaching and curriculum.		
4.7 All areas are individual-appropriate, for temperament, interests, cultural differences, and family differences.		
4.8 The school meets the needs of each child and provides whatever services are needed, including basic health care and economic security.		

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: The school provides guidance for SOCIAL AND EMOTIONAL DEVELOPMENT of students.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
5.1 School staff promotes positive social growth.	5.1.1 Staff members facilitate the development of social skills at all times.	
	5.1.2 Staff members assist students to be aware of and assume responsibility for their own behavior.	
	5.1.3 Staff members help students learn to solve interpersonal problems.	
	5.1.4 Staff members set clear limits in a positive manner.	
	5.1.5 Staff members involve students in establishing rules and consequences.	
	5.1.6 Staff members promote cooperative learning.	
	5.1.7 Staff members lead students in appreciating and celebrating uniqueness.	
5.2 School staff supports healthy emotional development.	5.2.1 Staff members facilitate the development of healthy emotional development at all times.	
	5.2.2 Staff members provide opportunities for students to understand themselves and others.	
	5.2.3 Staff members recognize and assist students to recognize each person's uniqueness.	

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: The school provides guidance for SOCIAL AND EMOTIONAL DEVELOPMENT of students (continued).

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
D-12	5.3	The school makes certain students understand appropriate school behavior.	
	5.4	The school emphasizes activities that help develop self-esteem and self discipline. Students feel competent, worthwhile, and accepted.	
	5.5	There is respect within the school for childrens' ideas.	
	5.6	The school involves the staff in developing in-service plans to learn how to deal with social and emotional development of students.	

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: The school encourages FAMILY INVOLVEMENT in the educational process.

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
6.1 Families are involved in their children's education.	6.1.1 Families visit school frequently.	
	6.1.2 Families and teacher communicate frequently.	
	6.1.3 Family members volunteer in school	
	6.1.4 Many opportunities for family education are provided.	
	6.1.5 Staff members view parents as partners in the educational process and seek input to assist with decision making where appropriate.	
6.2 Parents and volunteers have options for becoming involved in activities that support the instructional programs.		
6.3 Staff members provide parents with information and techniques for helping students learn.		
6.4 There is frequent two-way communication between parents and Chapter 1 staff.		
6.5 Parents are aware of their responsibilities for helping students learn.		

DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: SCHOOL ORGANIZATION is flexible and responsive to the needs of the children within the school community.

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
7.1	Needs of the student(s) drive grouping, staffing, and scheduling.	7.1.1	Staffing and organization are determined within individual buildings.
		7.1.2	Class sizes are at levels consistent with educational research.
		7.1.3	Children are placed where it is expected they will do their best as judged by their development and not their grade level.
		7.1.4	Children may be moved among groups during the year to support continuous student development.
		7.1.5	Children with special needs are served within the classroom as appropriate.
7.2	Staff specialization and configuration reflect the unique needs of the school community.	7.2.1	Staff selection and inservice reflect emphasis on early childhood and interdisciplinary education.
		7.2.2	Staff is allocated and assigned based on student needs.
7.3	Administration policies support the program.		

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Ongoing STAFF DEVELOPMENT is provided to support professional growth for all staff members.

CHARACTERISTICS		PRACTICE	METHODS AND TECHNIQUES (working column)
8.1	Planned, comprehensive staff development forms the foundation of effective instruction.	8.1.1	School board, district, and building level administration plan for and provide funds and resources to support staff development.
		8.1.2	Staff development activities are tailored to meet staff needs and include large group, small group, and one-to-one growth opportunities.
		8.1.3	Staff members with expertise in special areas are provided time to assist in staff development.
8.2	A wide range of opportunities to enhance learning and professional excellence is provided.	8.2.1	Opportunities include training in instructional strategies, differentiating curriculum, assessment methods, and child development.
		8.2.2	Opportunities to develop leadership are provided.
8.3	Emphasis is given to staff development/training and teacher skill building.		
8.4	Staff development opportunities are attractive to Chapter 1 staff.		

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DEVELOPMENTALLY APPROPRIATE PRACTICES

Essential Element: Ongoing STAFF DEVELOPMENT is provided to support professional growth for all staff members (continued).

CHARACTERISTICS	PRACTICE	METHODS AND TECHNIQUES (working column)
8.5	Staff development and training are supported with time and other necessary resources.	
8.6	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	

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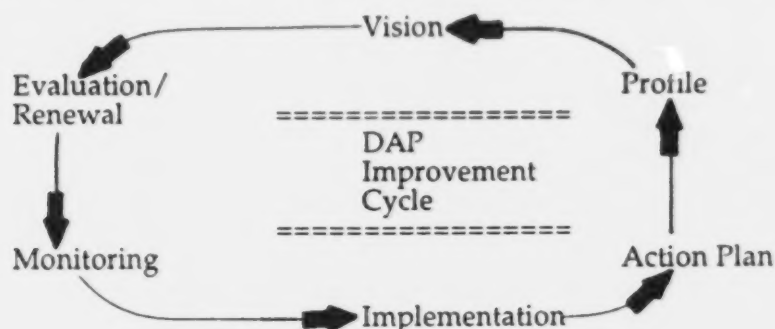
THE DAP IMPROVEMENT CYCLE

Significant change requires thoughtful planning. For the DAP effort to be successful, schools must be clear about the action they will take in the change process.

Six key steps are necessary.

1. Establishing a vision
 - Purpose/mission
 - Essential elements
 - Practices
 - Methods and techniques
2. Developing a school profile
 - Student performance/development
 - Staff practices and characteristics
 - School/community environment
3. Designing action plans
 - Practices selected for improvement
 - Staff development needs determined
 - Resources identified
4. Implementation
 - New practices used
 - On-going staff development
 - Support systems in place
5. Monitoring (on-going)
 - Inservice evaluated
 - Staff reports progress with new practices
 - Student development observed and reported
6. Evaluation/Renewal (annually)
 - Determine progress
 - Celebrate accomplishment
 - Renew the cycle

The relationship between the steps in the cycle looks like this:



APPENDIX E

PARENT ACTIVITIES

Appendix E

Parent Activities

Fostering Communication Between Parents and Preschools by Blakely Bundy suggests the following ways to involve parents.

1. Hold a parent orientation meeting before school opens.
2. Inform parents about daily procedures, such as dropoff, pickup, snacks, and clothing, as well as schoolwide events, fund raising, and other pertinent information.
3. Before a child's first day is a good time to provide a school handbook to parents containing information such as lists of each class, the staff, and the board of directors; sick child procedures; celebration of birthdays; the school calendar, hours of operation; tuition information; and an overview of the school's philosophy.
4. A school newsletter can relay information about upcoming events, remind parents of school policy and contain articles on child development and parenting.
5. Send periodic letters home describing the current curriculum and follow-up activities parents can do at home to help parents take an active part in their child's education.
6. Post monthly curriculum plans at the classroom door, so parents can note the day's activities as they dropoff or pickup their children.
7. Keep bulletin boards filled with current information and in a visible spot. This encourages parents to check them frequently.
8. Keep lending libraries of books and pamphlets of interest to parents.
9. Hold parent meetings or programs. One preschool draws crowds to its parents' night by showing slides of children "in action" at school. Staff members discuss the school's philosophy and curriculum, as illustrated by the slides.
10. Invite parents to participate in children's art projects at parents' night. Finger painting, water play, and play dough are icebreakers that help parents and teachers establish a friendly relationship.
11. Have a Dads' Saturday in which fathers participate in free play, rug time, and snack, just as the children do on a regular day. The dads learn a great deal and teachers learn about the father-child relationship.
12. Hold social events for parents and teachers. Winnetka (Illinois) Community Nursery and Day Care Center sponsors two family potluck dinners each year. Keeping it short--6:15 to 7:30--guarantees almost 100% attendance.
13. Have a parents' suggestion box.

14. Conduct an annual survey for parental input.
15. Before school begins, send a questionnaire home to determine health history, etc.
16. Conduct home visits scheduled for the week before school begins and lasting only about 20 minutes to introduce the child to his/her teachers in familiar surroundings. Take a photo of parent and child together for the classroom bulletin board. Then have the parent take a photograph for the child and teacher which the child is allowed to keep. Most parents thoroughly enjoy the sociability of the occasion.
17. Send "happy notes" and photos home. "Happy notes" are written on a single piece of paper and pinned to the child's back at going home time.
18. Call parents once a month to report on their child's progress. If parents expect routine calls, they won't be worried when they hear the teacher on the other end of the line.
19. Maintain individual student notebooks for parents to see.
20. Be well prepared for conferences.

An eight-step procedure for improving parent involvement is outlined in *Increasing Parental Involvement in Elementary School--The Nitty Gritty of One Successful Program* by Harlene Galene, Young Children, January 1991. The procedures are:

1. Principal and other district administrators analyze school's needs.
2. A committee of teachers, concerned PTA parents and the principal identify which of the needs might be addressed by parent/staff collaboration.
3. The goals of parental involvement are outlined. The goals are to start small and target at least one area where parents would benefit personally from their involvement.
4. The committee ascertains what kind of training is needed for both parents and teachers to make the partnership successful.
5. An effort is made to spread the word about the benefits of parental involvement to parents, children, and staff.
6. Ideas for increasing involvement of parents unable to come to the school are generated through brainstorming by the committee.
7. Formalized avenues to communicate the principal's appreciation of the staff and the teachers' appreciation of parents are discussed and initiated (e.g., regular letters home).
8. Evaluation of the program by both parents and faculty is made an ongoing activity.

APPENDIX F

NAESP STANDARDS

NAESP Accountability Standards for Early Childhood Education

The National Association of Elementary School Principals published *Early Childhood Education and the Elementary School Principal: Standards for Quality Programs for Young Children* in 1990. This publication, often referred to as "the blue book" because of the color of its cover, is available from NAESP (1615 Duke Street, Alexandria, VA 22314) for \$14.95 (non-members). The blue book includes an overview of trends and issues in early childhood education, principles of effective early childhood curricula, 28 program standards with respective quality indicators, a checklist for applying the standards, a brief bibliography, a short glossary, and a list of selected organizations concerned with early childhood programs. The 28 standards are divided into the categories of curriculum, personnel, accountability, parents, and community. The accountability standards and quality indicators are listed below.

ACCOUNTABILITY STANDARD: The principal institutes an approach to student assessment that is consonant with developmental philosophy, curriculum, and positions taken by other professional associations involved with the appropriate testing of young children.

QUALITY INDICATORS:

- Letter grades are not used to report student progress to parents. Rather, the staff shares information derived from recorded observations, interviews, samples of student work, etc.
- Student progress is defined in terms of individual growth and development rather than by comparisons with other children or against an arbitrary set of criteria.
- Overall assessments of student progress represent joint ventures between teacher and parents.
- No major decisions regarding a child's placement or progress are made on the basis of a single test score.

ACCOUNTABILITY STANDARD: The school is ready for the children rather than expecting the children to be ready for the school.

QUALITY INDICATORS:

- Entry level testing or screening is not used for exclusion from the program. Children are admitted to kindergarten solely on the basis of whether they meet state entrance age requirements.
- Whenever possible, extended day programs are offered in a continuous learning environment (toward meeting the community's child care needs).

ACCOUNTABILITY STANDARD: The school's procedures and policies reflect both the community's standards and the children's needs.

QUALITY INDICATORS:

- Participation in the program is consistent with the community's ethnic/minority population.
- If there are problems or circumstances that hinder the family from placing an eligible child in the program, the school helps in the search for solutions.

ACCOUNTABILITY STANDARD: Retention is rarely considered an appropriate option in a developmental program.

QUALITY INDICATORS:

- Children who do not keep exact pace are not labeled failures; a vigorous effort is made to learn why that child seems to be laggard and to correct the situation.
- If retention is considered, the decision is never based on a single factor but on a wide variety of considerations, using various assessment techniques and instruments and including observations by the principal, the teacher, the support staff, and parents.

ACCOUNTABILITY STANDARD: All members of the teaching staff have formal training in early childhood education.

QUALITY INDICATORS:

- The staff is composed of people who have taken coursework not only in elementary education but in teaching young children.

ACCOUNTABILITY STANDARD: The principal evaluates the teachers with evaluation instruments that reflect the most advanced early childhood philosophy and goals.

QUALITY INDICATORS:

- The principal ensures that the teachers understand the procedures to be used in evaluating them and the emphasis to be placed on early childhood criteria.
- The evaluation reflects teaching strategies and classroom organization and management that are most effective and relevant with young children.

ACCOUNTABILITY STANDARD: The principal demonstrates understanding of quality early childhood programs and provides the environment for the implementation and management of such programs.

QUALITY INDICATORS:

- The teachers are provided opportunities for keeping abreast of the continuing advances in early childhood education.
- The principal is clear and persuasive in preserving the program from pressures to make the program more rigid or more like programs for older children.
- The principal conducts periodic self-assessment of the components of early childhood programs by using the checklist in this document [*Early Childhood Education and the Elementary School Principal*].

ACCOUNTABILITY STANDARD: The principal has developed a plan for monitoring and regularly assessing the program.

QUALITY INDICATORS:

- The principal periodically assesses the school's performance in providing educational experiences truly relevant to young children.
- Evaluation statements and reactions are regularly solicited from teachers and parents and are used to improve the program.
- There is an annual review of all aspects of the program--philosophy, curriculum, evaluation techniques, professional development activities, parent involvement, etc.

APPENDIX G

NAEYC INFORMATION

Information about NAEYC

NAEYC is . . .

... a membership-supported organization of people committed to fostering the growth and development of children from birth through age 8. Membership is open to all who share a desire to serve and act on behalf of the needs and rights of young children.

NAEYC provides . . .

... educational services and resources to adults who work with and for children, including

- ***Young Children***, the journal for early childhood educators
- **Books, posters, brochures, and videos** to expand professional knowledge and commitment to young children, with topics including infants, curriculum, research, discipline, teacher education, and parent involvement
- **An Annual Conference** that brings people from all over the country to share their expertise and advocate on behalf of children and families
- **Week of the Young Child** celebrations sponsored by NAEYC Affiliate Groups across the nation to call public attention to the needs and rights of children and families
- **Insurance plans** for individuals and programs
- **Public policy information** for knowledgeable advocacy efforts at all levels of government
- **The National Academy of Early Childhood Programs**, a voluntary accreditation system for high-quality programs for children
- **The Information Service**, a computerized, central source of information sharing, distribution, and collaboration

**For free information about
membership, publications, or
other NAEYC services . . .**

... call NAEYC at 202-232-8777 or 800-424-2460 or write to NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786.

APPENDIX H

SUMMARY OF INSTRUMENT CHARACTERISTICS



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Summary of Instrument Characteristics: Screening Measures

From: Assessment in Early Childhood Education: A Consumer's Guide by Beth Hoover Langhorst, Ph.D., Portland, OR:
Northwest Regional Educational Laboratory, 1989.



Test Center
800/547-6331
503/275-9571

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Basic School Skills Inventory - Screening (BSSI-S) Hamill & Leigh, 1983 PRO-ED	Broad	Ages 4 - 6	5 - 10	Individually Adm Oral & Performance	Basic Facts Counting Speech Fine Motor	Standard Percentile	Poor	Fair Limited	Poor	
Battelle Developmental Inventory - Screening Test (BDI-S) DLM Teaching Resources	Broad	Ages 0 - 8	20 - 30 for ages 3 - 5	Individually Adm Performance Oral, Motor Pointing	Language Cognitive Motor Self	Multiple cutscore probability levels	Poor	None	Fair Limited	Heavily loaded with motor & personal/social items No evidence for technical qualities of cutscores
Bracken Basic Concept Scale - Screening (BBCS-S) Bracken, 1984 The Psychological Corporation	Relational Concepts	Ages 5 - 7	15	Group Adm Paper & Pencil Multiple Choice	Survey of all Relational Concepts	Standard Percentile Stanline NCE	Fair	Fair	Poor Limited	The use of "concept age" score is not recommended
Brigance Preschool Screen Brigance, 1985 Curriculum Associates, Inc.	Broad	Ages 3 & 4	10 - 15	Individually Adm Spiral bound Oral, Pointing Performance	Colors, Motor Language Body Parts Personal data	Raw scores for group ranking	None	None	Content Fair Screening Poor	Parent & Teacher Rating Forms available Not validated for screening
Brigance K & 1 Screen Brigance, 1982 Curriculum Associates, Inc.	Broad	Grades K & 1	10 - 15	Individually Adm Spiral bound Oral, Pointing Performance	Basic Facts Language Mathematics Motor	Raw scores for group ranking	None	None	Good Limited	Parent & Teacher Rating Forms available Author has not validated this test for screening
The Communication Screen Striffler & Wittig, 1981 (TCS) Communication Skill Builders	Language	Ages 2, 10 to 5, 9	2 - 5	Individually Adm Stimulus card Oral & Perform. Observations	Language Cognitive	Pass Suspect Fail	Preliminary Limited	Fair Limited	Fair Limited	Developed by clinicians Needs more evidence of technical quality, smaller age groups for scoring
Denver Developmental Screening Test (DDST) Frankenburg et al., 1975 LA-DOCA Project & Publishing Fndtn	Broad	Ages 0 - 6	20	Individually Adm Manipulatives Motor, Oral Performance	Self Fine Motor Language Gross Motor	Cutscores	Poor Dated	Fair Limited	Fair	Conservative test, errs on the side of underreferrals

Summary of Instrument Characteristics: Screening Measures cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Developmental Activities Screening Inventory II Fewell & Langley, 1984 (DASI II) PRO-ED	Primarily Academics	Ages 0 - 5	Untimed	Individually Adm Pointing Performance few Oral	Colors Classify Visual Motor Memory Spatial Reltns	Developm. Age & Quotient	None	None	Poor	
Developmental Indicators for the Assessment of Learning- Revised (DIAL-R) Childcraft Education Corporation	Broad	Ages 4 - 6	5 - 10	Individually Adm Oral & Performance	Basic Facts Counting Speech Fine Motor	Standard Percentile	Fair	Fair Limited	Fair	
Early Identification Screening Program (EISP) Baltimore City Public Schools, 1982 Modern Curriculum Press	Academics	Grades K & 1	20	Individually Adm Performance Oral	Perception Colors (name) Shapes Visual Motor	Total raw score	None	Good	Fair	
Early Screening Inventory (ESI) Melsels & Wiske, 1983 Teachers College Press	Broad	Ages 4 - 6	15 - 20	Individually Adm Performance Motor & Oral	Cognitive Counting Language Motor	Cutscores: OK Rescreen Refer	Fair	Good Limited	Good	Extensive new norm study underway includes 3-year-olds
Florida Kindergarten Screening Battery (FKSB) Satz & Fletcher, 1982 Psychological Assessmt Resources	Language Perception	Grade K	20	Individually Adm Oral Performance	Vocabulary Visual Motor Perception Alphabet	Individual test scores are weighted	Fair	Fair	Fair	Impressive longitudinal validity studies but of limited generalizability
Fluharty Preschool Speech and Language Screening Test Fluharty, 1978 DLM Teaching Resources	Language	Ages 2 - 6	6	Individually Adm Picture cards Oral Pointing	Vocabulary Articulation Comprehension Repetition	Cutscores for each subtest	Good	Good Limited	Unclear	Specific instructions on how to make allowances for Black dialect Cutscore develop. unclear
Kindergarten Language Screening Test (KLST) Gauthier & Madison, 1983. PRO-ED	Language	Grade K	10	Individually Adm Oral	Basic Facts Language Self Follow Direction	Total Raw score	Fair Limited	Fair Limited	Good	Measures a broad variety of language skills

Summary of Instrument Characteristics: Screening Measures cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
McCarthy Screening Test (MST) McCarthy, 1978 The Psychological Corporation	Broad	Ages 4 - 6 1/2	20	Individually Adm Manipulatives Motor, Oral Performance	Motor Cognitive Language Mathematics	Pass/Fail by subtest Cutcores: # failed	Good Dated	Fair Limited	Good Limited	Developed from MSCA No independent norms validity or reliability
Miller Assessment for Preschoolers (MAP) Miller, 1984 The The Psychological Corporation	Broad	Ages 2,9 to 5,8	25 - 35	Individually Adm Motor Performance Oral	Broad range of Motor and Language Skills	Percentile cutscores	Excellent	Good	Good	Training video available Supplemental behavior observations
Mullen Scales of Early Learning (MSEL) Mullen, 1984 T.O.T.A.L. Child, Inc.	Broad	Ages 1,3 to 5,8	35 - 45	Individually Adm Manipulatives Picture Books Oral & Perform.	Perception Language Cognitive Visual Motor	Age scores T-scores	Good	Good	Good Limited	Test materials include colorful toys attractive to children
Pediatric Examination of Educational Readiness (PEER) Levine & Schneider, 1982 Educators Publishing Service	Broad	Ages 4 - 6	60	Individually Adm Performance Oral, Motor	Language Basic Facts Motor Orientation	Concern Level cutscores	Fair	Fair Limited	Good Limited	Designed for medical setting or interdisciplinary screening
Preschool Development Inventory (PDI) Ireton, 1984 Behavior Science Systems	Primarily Academics	Ages 3 - 5 1/2	25	Individually Adm Parental rating Yes/No format	Language Motor Self, Social Problem behav	cutscores	Fair Limited	None	Poor Limited	
Screening for Related Early Educational Needs (SCREEN) Hresko et al., 1988 PRO-ED	Academics	Ages 3 - 7	15 - 40	Individually Adm Pointing, Oral Performance	Language Reading Writing Mathematics	Standard Percentile	Good	after age 6 Good Limited	Fair	Little evidence of reliability and validity is poor for the 3-5 age range
SEARCH Silver & Hagin, (1981) Walker Educational Book Corporation	Perception	Ages 5,3 to 6,8	20	Individually Adm Manipulatives Performance Oral, Motor	Perception Perceptual/ Motor, Memory Articulation	Ability Profile Stanines Cutcores	Fair Dated (1973)	Fair Limited	Fair Limited	Multiethnic content depletion

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Analysis of Readiness Skills Rodrigues, Vogler & Wilson, 1972 The Riverside Publishing Company	Academics (Limited)	Grade K	30 - 40	Individual or Group Adm. Paper & Pencil Multiple Choice	Letter Discrim & Naming Number names & Counting	Percentile	Poor Dated	Poor Limited	Poor Limited	Traditional concept of readiness skills
Basic School Skills Inventory- - Diagnostic (BSSI-D) Hammill & Leigh, 1983 PRO-ED	Broad	Ages 4 - 6	20 - 30	Individually Adm Teacher ratings Performance Oral	Language Literacy Mathematics Self/behavior	Percentile Standard	Fair	Fair	Poor	
Boehm Test of Basic Concepts - Revised (Boehm-R) Boehm, 1986 The Psychological Corporation	Relational Concepts	Grades K 1 - 2	30	Group Adm. Paper & Pencil	All areas of Relational Concepts	Total Raw Score Percentile	Excellent	Grade K Good Overall Fair	Grade K Excellent Overall Good	Class record form = Key Parent/teacher Conference Report form available
Boehm Test of Basic Concepts - Preschool Version (Boehm-PV) Boehm, 1986 The Psychological Corporation	Relational Concepts	Ages 3 - 5	10 - 15	Individually Adm Paper & Pencil	All areas of Relational Concepts	Total Raw Score Percentile	Fair	Good Limited	Good Limited	Class record form = Key Parent/teacher Conference Report form available
Bracken Basic Concept Scale - Diagnostic (BBCS-D) Bracken, 1984 The Psychological Corporation	Relational Concepts	Ages 2 1/2 to 8	20 - 30	Individually Adm Multiple Choice Pointing or Oral	All areas of Relational Concepts	Standard Percentile Stanines NCE	Fair	Fair	Good	Exhaustive set of 258 concepts The use of "concept age" score is not recommended
CIRCUS ETS, 1972, 1979 CTB/McGraw-Hill	Academics	Grades Pre-K K & 1	30 per subtest	Group Adm Paper & Pencil Multiple choice	Perception Mathematics Language Cognition	Standard Percentile Stanine	Excellent	Good	Good Limited	Many subtests can be used separately or in groups; Teacher Observation Instrumt avail
Cognitive Skills Assessment Battery (CSAB) Boehm & Slater, 1981 Teachers	Academics	Grades Pre K & K	20 - 25	Individually Adm Stim. Card Easel Oral, Perform. Written	Concepts Perception Cognition Self	% Pass by Item Means for area	Fair	Fair Limited	Fair	Fall & spring norms by SES level Behavior rating scale available

H-4

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Gesell Preschool Test Haines, Ames & Gillespie, 1980 Programs for Education, Inc.	Broad	Ages 2 1/2 - 6	30 - 45	Individually Adm. Manipulatives Oral & Performance	Self Language Visual Motor	Age based success level by item	Poor Limited	None	Poor Limited	Reliability and validity have not been established
Gesell School Readiness Test aka School Readiness Screening Test (SRST) , 1978 Programs for Education, Inc.	Broad	Ages 4 1/2 - 9 4 1/2 - 5	20 - 30	Individually Adm Manipulatives Performance Oral	Self Language Visual Motor	Age based success levels	Poor Limited Dated	None	Poor Limited	Clinical approach to scoring requires extensive training
The Lollipop Test Chew, 1981, 1989 Humanics LTD	Academics	Grades Pre-K & K	15 - 20	Individually Adm Pointing, Oral Copying	Basic Facts Relt. Concepts Copy shapes Math & Writing	Raw Scores Suggested Mastery Levels	Fair	Fair	Good	Attractively packaged Child & examiner friendly
Metropolitan Readiness Tests- Fifth Edition (MRT) Nurss & MacGauvan, 1986 The Psychological Corporation	Academics	Grades Pre-K K & 1	80 - 95	Group Adm. Paper & Pencil Multiple Choice Performance	Language Literacy Perception Mathematics	Raw Score Percentile Stanine Mast. levels	Excellent	Good	Good	Instructional Materials Parent/Teacher Conference Report forms Behavior checklists
Preschool Inventory (PI) Caldwell, 1970 CTB/McGraw-Hill	Academics	Ages 3 - 6	15	Individually Adm Manipulatives Oral Motor Performance	Self Language Basic Facts Copy Forms	Percentile % Pass by Item	Fair Dated Limited	Fair Limited	Fair	Clear SES differences Norm group all Head Start children available
School Readiness Survey. Jordan & Massey, 1976 (SRS) Consulting Psychologists Press	Academics	Grades Pre K	Untimed	Individually Adm by the Parent Multiple Choice Pointing, Oral	Basic Facts Perception Cognitive Vocab. & Self	Readiness Levels	Fair Dated	Fair	Fair	Effective communication device to discuss school readiness with parents
Tests of Basic Experiences Second Edition (TOBE 2) Moss 1979 CTB/McGraw-Hill	Academics	Grades Pre K K & 1	160 40 per subtest	Group Adm Paper & Pencil Multiple Choice	Language Mathematics Science Social Studies	Standard Percentile Stanines NCE	Excellent	Good Limited	Fair Limited	Optional 1 item/page books Fall, winter, spring norms Public & Catholic norms Practice Test

Summary Table of Instrument Characteristics: Mastery of Readiness Concepts cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Test of Early Language Development (TELD) Hresko, Reid & Hammill 1981 PRO-ED	Language	Ages 3 - 7	15 - 20	Individually Adm Stimulus cards . Oral Pointing	Expressive Receptive Vocabulary Syntax	Percentile Lang Quot Lang Age.	Fair Limited	Excellent	Good	Well written, helpful manual
Test of Early Mathematics Ability (TEMA) Ginsburg & Baroody, 1983 PRO-ED	Mathematics	Ages 4 - 8+	20	Individually Adm Stimulus cards . Manipulatives Oral, Perform.	Quantitative Concepts Counting Calculation	Percentile Math Quot Math Age.	Fair Limited	Good Limited	Fair	New version coming in 1989 This version has limited utility for preK or beg. K
Test of Early Reading Ability (TERA) Reid, Hresko & Hammill, 1981 PRO-ED	Reading	Ages 4 - 8+	15 - 20	Individually Adm Stimulus cards . Oral Pointing	Wide range of Early Literacy Skills	Percentile Standard Lang Age.	Good	Excellent	Fair Limited	All new version for 1989 This version difficult below age 6
Test of Early Written Language (TEWL) Hresko, 1988 PRO-ED	Literacy	Ages 3 - 8	10 - 30	Individually Adm Stimulus cards . Writing, Oral Pointing	Range of Early Literacy Skills	Percentile Standard	Fair Limited Informtn	Good Limited	Poor Limited	Administration instructions tend to hurry child Norms do not account for experiential differences
Test of Language Development - Primary (TOLD-2 Primary) Hresko, Reid & Hammill 1981 PRO-ED	Language	Ages 4 - 8+	30 - 60	Individually Adm Stimulus cards . Oral Pointing	Expressive Receptive Vocabulary Syntax	Percentile Standard Lang Quot. T- z- NCE	Excellent	Excellent	Good	Well written, helpful manual

Summary Table of Instrument Characteristics: Other Early Childhood Measures

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Admin Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Battelle Developmental Inventory (BDI) 1984 DLM Teaching Resources	Developm Inventory	Ages 0 - 8	90 - 120 (ages 3 - 5)	Individually Adm Spiral bound Oral Motor	Self Motor Cognitive Language	Standard Percentile	Fair	Excellent	Good	Instructions for IEP development Specific adaptations for handicapped children
Diagnostic Inventory of Early Development (IED) Brigance, 1978 Curriculum Associates, Inc	Developm. Inventory	Ages 0 - 7	untimed	Individually Adm Oral Performance	Reading readiness Language Mathematics	Criterion Referenced No summary	None	None	Fair	"Norms" for items from published texts and curriculum materials
Diagnostic Inventory of Basic Skills (IBS) Brigance, 1977 Curriculum Associates, Inc	Developm. Inventory	Grades K - 6	untimed	Individually Adm Oral Performance	Self Motor Cognitive Lang & Math	Criterion Referenced No summary	None	None	Fair	"Norms" for items from published developmental norms
Developmental Profile II (DP-II) Alpern, Boll & Shearer, 1980 Psychological Development Publications	Developm. Inventory	Ages 0 - 9	20 - 40	Individually Adm Motor Oral Performance	Self Motor Basic Facts Language	Devel. Age by area IQ Equiv.	Poor	Poor	Poor	
Expressive One Word Picture Vocabulary Test (EOWPVT) Gardner, 1979 Academic Therapy Publications	Language	Ages 2 - 12	10 - 15	Individually Adm Stimulus cards Oral	Picture vocabulary expressive	Percentile Mental age Deviate IQ Stanine	Fair Limited	Poor Limited	Fair	
Human Figures Drawing Test (HFDT) Gonzales, 1986 PRO-ED	Cognitive Maturation	Ages 5 - 10	15 - 20	Individually Adm Drawing	Draw self & person of opposite sex	Percentile Standard	Good	Excellent	Good	No validity as a readiness test
Humanics National Child Assessment Form, Ages 3 - 6 Whordley & Doster, 1982 (HNCAF) PRO-ED	Develop. Inventory	Ages 3 - 6	untimed	Individually Adm Observational Checklist	Language Cognitive Self Motor	Criterion Referenced Summary Profile	None	None	Good	Preschool Assessment Handbook accompanies;

Summary Table of Instrument Characteristics: Other Early Childhood Measures cont.

INSTRUMENT	DESCRIPTION						TECHNICAL QUALITY			
	Focus	Ages/ Grades	Adm. Time	Format	Content	Scores	Norms	Reliability	Validity	Comment
Peabody Picture Vocabulary Test, Revised (PPVT-R) Dunn & Dunn, 1981 American Guidance Service	Language	Ages 2 to adult	15	Individually Adm Stimulus easel Oral	Picture vocabulary receptive	Percentile Standard Stanine	Excellent	Fair	Excellent	The standard for this type of test. Used in a very large number of research studies
Readiness for Kindergarten: A coloring Book for Parents Massey 1975 Consulting Psychologists Press	Language	Grade PreK	untimed	Parent Observation Checklist	Picture vocabulary receptive	Percentile Lang. age Standard Stanine	None	None	Good	Somewhat outdated concept of readiness but may be used to communicate with parents
Receptive One Word Picture Vocabulary Test (ROWPVT) Gardner, 1985 Academic Therapy Publications	Language	Ages 2 - 12	15	Individually Adm Stimulus cards Oral	Picture vocabulary receptive	Percentile Lang. age Standard Stanine	Fair	Poor	Fair	

Summary Table of Instrument Characteristics: Achievement Batteries

INSTRUMENT	DESCRIPTION					TECHNICAL QUALITY			
	Ages/ Grades	Adm Time	Format	Content	Scores	Nrms	Reliability	Validity	Comment
California Achievement Tests (CAT E/F) CTB/McGraw-Hill, 1985	Grades K - 12	150	Group Adm Multiple Choice Paper & Pencil	Visual & Sound Recognition Vocab Oral Comprehension Language Expression Math Concepts & Applications	Scale Scores Percentiles NCE, Gr Eq Stanines	Excellent	Fair	Fair	Curriculum referenced also Classroom management guide includes instructional activities
Gates-MacGinitie Reading Tests MacGinitie, 1978 The Riverside Publishing Company	Grades K - 12	55	Group Adm Multiple Choice Paper & Pencil	Vocabulary Comprehension	Descriptive Low/High/Avg (lowest level)	Fair Dated	Good	Fair	
Iowa Tests of Basic Skills (ITBS) Hieronymus, Hoover & Lindquist, 1986 The Riverside Publishing Company	Grades K - 9	160	Group Adm Multiple Choice Paper & Pencil	Listening, Word recognition Vocabulary, Word Analysis Reading Comprehension Language & Math Skills	Grade Eq. Scale scores	Excellent	Fair	Fair	Seven separate sets of norms including large city, Catholic schools and high/low SES
Metropolitan Achievement Tests (MAT6) The Psychological Corporation	Grades K - 12	95	Group Adm Multiple Choice Paper & Pencil	Reading Math, Language, Vocabulary, Word Recognition Reading Comprehension	Gr. Eq., NCE Percentiles Scale Score	Good	Fair	Fair	Survey & Diagnostic forms Also provides criterion- referenced scores
Peabody Individual Achievement Test Dunn & Markwardt, 1970 (PIAT) American Guidance Service	Grades K - 12	30 - 40	Individually Adm Easel kits	Math, Reading Recognition Comprehension, Spelling General Information	Age & Gr. Eq. Percentiles Standard	Dated Good	Good	Limited Poor	Easel format has stimulus pictures on one side and instructions on the other
Stanford Early School Achievement Test; Madden, Gardner & Collins, 1983 The Psychological Corporation (SESAT)	Grades K & 1	130	Group Adm Multiple Choice Paper & Pencil	Sounds & Letters Word Reading Listening to Words & Stories Math, Environment	Stanines Grade Eq. Percentiles Standard	Good	Fair	Fair	Standardized at midyear only Attractive format
SRA Achievement Series Nashund, Thorpe & Lelever, 1978 Science Research Associates	Grades K - 12	120	Group Adm Multiple Choice Paper & Pencil	Vis & Aud Discrimination, Letters & Sounds, Listening Math Concepts	Gr Eq. NCE Percentiles Stanines	Good	Good	Good	Includes some criterion-referenced information
Wide Range Achievement Test Jastak & Wilkinson, 1984 (WRAT-R) Jastak Assessment Systems	Ages 5 - 12 12 - 74	15 - 30	Individually Adm Paper & Pencil Some Performance	Reading Spelling Arithmetic	Grade Eq. Percentiles Standard	Fair	Unclear	Fair	

Content and Key to Instrument Descriptors in Review Summary Tables

INSTRUMENT: *Instrument name, acronym, author(s), publication date and publisher. Indices of instruments by title and publishers' addresses are included after Appendix K.*

FOCUS: *Scope of content covered by the instrument.*

Broad: Includes three or more of the following categories of abilities:
 Language, Speech, Cognition, Perception, Personal/Social,
 Perceptual-motor, Fine, Gross Motor Coordination

Academics: Includes many, but primarily academic skills

Specific Areas: Language, Literacy, Mathematics, Reading, Relational Concepts
 (see "Content" for specific skills in each area)

AGE / GRADE: *Age or grade range covered by the instrument.*

ADM. TIME: *Time in minutes required for administration and initial scoring.*

FORMAT: *Description of test in terms of type of response required, format and materials, categories are not mutually exclusive*

Format: Group or Individual Administration
 Multiple choice
 Paper & Pencil (child marks or writes the answer)
 Stimulus cards/easel
 Manipulatives (e.g., blocks, sorting chips)

Response Mode : Teacher rating
 Parent response
 Observation of Child
 Oral (verbal)
 Pointing (implies multiple choice)
 Performance (*fine/visual-motor*: copy, build, write, etc)
 Motor (*gross motor*: hop, skip, jump, catch, etc.)

SCORES: *Types of scores available. No endorsement of the use of specific types of scores is implied here.*

Norm-referenced: Percentile, Percentile Rank
 Age Equivalent / Grade Equivalent (Gr.Eq.)
 Standard Score
 Normal Curve Equivalent (NCE)
 Developmental "Age", "Language Age", etc.
 Quotient (Developmental, Language, etc.)

Criterion-referenced: Mastery levels
 Raw score

CONTENT: *When the content covers a number of areas, the category name is used. When the content is more limited within a category, the specific areas are named.*

Basic facts: colors (primary), letters, numbers, shapes
Language: expressive, receptive vocabulary, fluency, syntax
Literacy: print functions & conventions, reading symbols
Relational Concepts: direction, position, size, quantity, order, time, categorization
Listening & Sequencing: follows directions, remembers story sequences, main ideas
Cognitive: problem solving, opposite analogies, memory, imitation
Perception: auditory, visual discrimination
Mathematics: count rote, with 1/1 correspondence, number skills
Motor: fine motor (holding a pencil correctly, buttoning, etc)
gross motor (hops, skips, throws)
visual-motor (copies shapes, builds blocks)
Self: knowledge of body parts (point or name)
social/emotional (peer & teacher interactions, attention span, etc.)
self help (buttoning, toilet, etc)
information (name, age, address, phone, birthdate)

NORMS: *Ratings on norming studies (value judgement implied)*

None: no normative information is given
Poor: some information but limited applicability
Fair: some standards of comparison (e.g., means of research sample)
Good: norms based on good sized, representative sample,
or lots of relevant information regarding appropriate populations for use
Excellent: norms based on a representative, national sample and relevant
information about applying norms or norm-referenced scores.

RELIABILITY: *Reliability ratings (value judgement implied)*

None: no reliability information is provided
Poor: all reliability coefficients (r) below .70
or an important type of reliability was not examined
Fair: at least one reported r is greater than .70; or r was
greater than .80 but evidence was limited in applicability
Good: total r is greater than .80; most subtests have r greater than .75
Excellent: several kinds of reliability reported; total r is greater
than .90; most subtest scores greater than .80

VALIDITY: *Validity ratings (value judgement implied)*

None: no validity information is provided
Poor: information is of very limited applicability
Fair: most important aspects of were addressed but evidence was
moderate or weak; or was strong but limited in applicability
Good: consistent evidence of validity, or strong but limited evidence
of the type of validity most appropriate for the intended test use
Excellent: strong evidence and a base of research on the instrument

APPENDIX I

EXAMPLES OF ASSESSMENT INSTRUMENTS

CONCEPTS ABOUT PRINT TEST*

Begin by saying to the child: "I'm going to read you this book, but I want you to help me." (Note: You will read the whole text but will ask questions on only some of the pages.)

COVER

Item 1 Test: For orientation of book. Pass the book to the child holding the book vertically by the outside edge, spine toward the child.

Say: "Show me the front of this book."

Score: 1 point for each correct response.

GO TO...

Pages 2/3

Item 2 Test: A left page is read before a right page.

Say: "Where do I start reading?"

Score: 1 point for left page indication.

GO TO...

Page 8

Item 3 Test: Capital and lower case correspondence.

Say: "Find a little letter like this." Point to the capital "S" and demonstrate by point to "Ss" if the child does not succeed. Then say, "Find a little letter like this." Point to capital "W" and "O" in turn.

Score: 1 point if *both* "Ww" and "Oo" are located.

Test: Three types of punctuation.

Read the text.

Say: "What's this for?"

Item 4 Point to the period or trace it with a pencil.

Score: 1 point for a functional definition (e.g., "It tells you that it's done, or to stop").

Item 5 Point to the comma or trace it with a pencil.

Score: 1 point for an acceptable functional definition.

*Pappas, C.C., Keifer, B.Z. & Levstik, L.S. *An Integrated Language Perspective in the Elementary School: Theory into Practice*. NY: Longman, 1990.

Item 6 Point to the quotation marks or trace them with a pencil.

Score: 1 point for an acceptable functional definition.

GO TO...

Page 12 Test: For directional rules.

Item 7 Say: "Show me where to start."

Score: 1 point for top left.

Item 8 Say: "Which way do I go?"

Score: 1 point for left to right.

Item 9 Say: "Where do I go after that?"

Score: 1 point for return sweep to left.

(Score items 7-9 if all movements are demonstrated in one response.)

Item 10 Test: Word-by-word pointing on one page.

Say: "Point to the words while I read." (Read slowly, but fluently.)

Score: 1 point for exact matching.

Pages 14/15

Item 11 Test: Word-by-word pointing on left and right pages.

Say: "Point to the words while I read." (Read slowly, but fluently.)

Score: 1 point for exact matching.

Pages 16/17

Item 12 Test: A left page is read before a right page. (This incorporates features of Item 2 and Items 7-9. However, here the lines of print on each page in this book are placed in the same place on the page, so it would be easy for the child to indicate to read the rest of the first line on page 16 and then the first line of page 17, then the second line of page 16, etc.)

Say: "Where do I start reading?"

"Which way do I go?"

"Where do I go after that?"

Score: 1 point for left page indication.

GO TO...
Page 20

- Item 13 Test: Concept of first and last applied to text.
- Say: "Show me the first part to read on this page."
"Show me the last part on this page."
- Score: 1 point if *both* are correctly indicated.
-

Read the rest of the book. Then go back to:

- Page 18 Have two small index cards (3 x 5) that the child can hold and slide easily over the line of text to cover words and letters. To start, lay the cards on the page but leave all print exposed.
- Item 14 Test: Letter concepts.
- Say: "This page says, 'It didn't rain on Saturday.' I want you to push the cards across the page like this until all you can see is one letter."
(Demonstrate the movement of the cards, but do not do the exercise.)
"Now show me two letters."
- Score: 1 point if *both* are correct.
- Item 15 Test: Word concept.
- Say: "Show me just one word."
"Now show me two words."
- Score: 1 point if *both* are correct.
- Item 16 Test: First and last letter concepts.
- Say: "Show me the first letter of a word."
"Show me the last letter of a word."
- Score: 1 point if *both* are correct.
- Item 17 Test: Capital letter concept.
- Say: "Show me a capital letter."
- Score: 1 point if letter is correctly located.
-

- Back
Item 18 Test: Back of book.
- Say: "Show me the back of the book."
- Score: 1 point for correct response.

Top/Bottom
Item 19

Test: Top and bottom of book.

Say: "Show me the top and the bottom of the book."

Score: 1 point for correct responses.

SCORING SHEET*

Child _____ Date _____ Score _____

Concepts About Print Test for: OUR GARAGE SALE by Anne Rockwell (Keep book jacket on book.)

Page	Concept/Principal	Item	Child's behavior for giving points (Reminder for admin.)	Score
cover	front	1	Indicates front of book (Show me the front of book)	
2/3	left page	2	Indicates that left page precedes right (Where do I start)	
8	capital lower case	3	Locates two capital & lower case letter pairs (Ww & Oo)	
↓	punctuation	4	Indicates meaning of period (What's this for)	
↓	↓	5	Indicates meaning of comma (What this for)	
↓	↓	6	Indicates meaning of quotation marks (What are these for)	
12	direction	7	Points at top left page (Show me where to start)	
↓	↓	8	Indicates left to right (Which way do I go)	
↓	↓	9	Indicates return sweep to left (Where do I go next)	
↓	one-to-one same page	10	Word by word pointing/matching (Point while I read)	
14/15	one-to-one lft. to rt. pg.	11	Word by word pointing/matching (Point while I read)	
16/17	all left page	12	Indicates all of left page read before right (Where do I, etc.)	
20	first/last text	13	Indicates first & last of text (Show me the first/last)	
GO BACK 18	letter/word	14	Locates one and two letters (Show me one/two letter(s))	
↓	↓	15	Locates one and two words (Show me one/two word(s))tc	
↓	first/last letter of word	16	Locates first & last letter of word (Show me first/last)	
↓	capital letter	17	Locates a capital letter (Show me a capital letter)	
back	back	18	Indicates the back of book (Show me the back of book)	
top/bottom	top/bottom	19	Indicates the top and bottom of book (Show me top/bottom of book)	

I-5

CLASS COMPOSITE SHEET

Key:

Play = S = Solitary C = Cooperative P = Parallel

M = Bookmaking	D = Dramatic Play	B = Blocks	AT = Art table	A = Art (on own)
L = Legos	M = Manipulatives	LB = Library Books	P = Puzzles	SK = Snack
S = Science	PD = Play Dough	PT = Painting		

[illegible]



JUNEAU SCHOOL DISTRICT

10014 Crazy Horse Drive • Juneau, Alaska 99801 • (907) 586-2303

FIRST GRADE LANGUAGE ARTS PORTFOLIO, 1990-1991

Every first grade student portfolio must contain the following items:

1. Cover Letter

- * Student writes or dictates letter to reader of portfolio, explaining why certain pieces were selected, and thoughts on how he/she feels about him/herself as a Reader/Writer.
- * Letter should be done in late spring.

2. Reading Samples

One per quarter

- * Self-selected by students, with teacher guidance if appropriate.
- * Will include free reading choices and instructional reading material.
- * 4 Samples will be included in final portfolio.
- * "Reading Record Sheet" will accompany each sample.

3. Reading Attitude Survey

Twice each year, before parent conferences

- * Students interviewed by volunteers or instructional aides.
- * Responses analyzed by reading diagnosticians using "Reading Interest/Attitude Continuum."

4. Writing Samples

Two per quarter

- * Student self selects one and teacher selects one per quarter.
- * Should include final drafts and "works in progress".
- * Samples should be drawn from:
 - Journal entries
 - Original stories
 - Retold stories
 - Non-fiction directions/descriptions/instructions
 - Notes to communicate to others
 - Poems or rhymes
- * First and fourth quarter samples must include district writing sample as one of the two samples.
- * See "Writing Rubric" for evaluation of district writing samples.
- * Writing Record Sheet.

One per quarter

5. Speaking/Listening Skills Checklist

One per quarter

READING ATTITUDE CONTINUUM

NEGATIVE ATTITUDE	NEUTRAL	POSITIVE
• Not always sure how s/he feels about reading to others (scared, embarrassed) • Not sure how well s/he can read • Resistant and often does not like to read aloud feels or acts confused • Avoids the task of reading independently • Often needs assistance by another reader or has others read aloud to him/her • Often unable to choose appropriate level books • Views reading as work or something someone tells you to do • May articulate that s/he is "not" a good reader • Would rather stick to familiar books • Little confidence in abilities as a reader	• Reading to others is okay but would rather not • Feels s/he is not a good reader • Does not always like to read aloud - says it's hard • Will take part in independent reading, but not on a consistent basis • Can choose an appropriate level book but not consistently • Rather be read to than to read independently • May say s/he is not a good reader • Often needs assistance to move to a more challenging book	• Views reading as a chance to learn • Likes to read to others • Feels good about how well s/he can read • Enjoys reading aloud • Thinks friends like to hear him/her read aloud • Enjoys reading independently • Able to choose appropriate level books • Often chooses to read to self rather than have • Views reading as fun and a way of learning more • Self-initiates the reading task • Likes the challenge of a new book • Perceives self as a good reader

**JUNEAU SCHOOL DISTRICT
FIRST GRADE PORTFOLIO**

**1990-91
PRE-TEST WRITING ASSESSMENT
GRADE 1**

DAY ONE

Materials:

Paper (8 1/2 x 11 torn in half)
Pencils
White or brown trash bag stuffed with newspaper

Setting:

Small group of students (3 -5) sitting around a table with enough spacing so students can think and write independently. Place half sheets of paper in center of table and distribute pencils to students.

Setting the Stage:

Using tone of voice which will arouse interest and motivate students, say the following:

"TODAY WE ARE GOING TO PRETEND OR MAKE-BELIEVE. YOU WILL ALSO HAVE A CHANCE TO TELL ABOUT YOUR IDEAS."

Set out sack for all to view.

"Look at this and pretend or make-believe. One day you find a big, lumpy sack on the side of the road. Something is inside! (Pause and repeat.) One day you find a big, lump sack on the side of the road. something is inside! I want you to make a picture story about what happens."

"Think about the people, what they look like, what they are doing, when and where the story takes place. Think about the sack."

"Use the papers to tell your story. You can use as many papers and as many pictures as you what to tell what happens."

"Remember, one day you find a big, lumpy sack on the side of the road. Something is inside! Make a picture story of what happens. You may begin now."

Allow children to work for 15 minutes.

While children are working, if needed, provide neutral comments that will not supply ideas, but will keep children motivated and on task. Appropriate responses are:

JUNEAU SCHOOL DISTRICT

FIRST GRADE PORTFOLIO

1990-91

WRITING ASSESSMENT RUBRIC

Focused Holistic - Grade 1

1	3	5
NO USAGE OF MEANINGFUL PRINT	EXPERIMENT WITH MEANINGFUL PRINT	MEANINGFUL THOUGHT REPRESENTATION
Scribbles	Recognizable, understandable words	Consistent match (letters- sounds)
Random Letters		
Pictures only	Phonetic-inventive-creative spelling (p-i-c)	Developed sense of story
No written word	Sense of beginning & ending	Higher frequency of conventional spelling
No meaning in print	Train of thought-drailed-lost	Conventional spelling for common sight words
	Words spaced	Upper/lower case used correctly
		Sense of clear beginning/middle/end
		Passage easy to read
		Punctuation & capitalization is generally correct

Developed by Fairbanks North Star Borough School District: Mary Ramsaur, Susan Murray, John Purcell, Rich Davis, Kay Sanders, Gina Carolan, Kurt Richter, Jimmi Jo Copus, Fran Stredney, Susan Spencer.

APPENDIX J

PARENT INTERVIEW FORM

PARENT QUESTIONNAIRE

1. How often does your child read any of the following at home?

	<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
Magazines	_____	_____	_____
Newspapers	_____	_____	_____
Comics	_____	_____	_____
Cereal boxes	_____	_____	_____
Books	_____	_____	_____
Maps	_____	_____	_____
Road signs	_____	_____	_____
Advertising	_____	_____	_____

4. Does your child ask you to read to him Or her?

<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
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2. How often does your child read for pleasure?

<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
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5. Does your child understand what he or she reads?

<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
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3. When your child reads, does he or she sound out words?

<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
--------------	------------------------	---------------

6. Can your child read simple directions?

<u>Often</u>	<u>Some- times</u>	<u>Seldom</u>
--------------	------------------------	---------------

7. Does your child know the directions of left and right?

Often Some-
times Seldom

10. Can your child estimate numbers of distance?

Often Some-
times Seldom

8. Does your child enjoy any of the following?

	<u>Often</u>	<u>Some-</u> <u>times</u>	<u>Seldom</u>
Stories	_____	_____	_____
Songs	_____	_____	_____
Poems	_____	_____	_____
Comics	_____	_____	_____
Magazines	_____	_____	_____
Word games	_____	_____	_____

11. Can your child count to 1000?

Often Some
times Seldom

9. Can your child make change at the grocery store?

Often Some-
times Seldom

12. Can your child add and subtract numbers?

Often Some-
times Seldom

13. Can your child multiply and divide?
Often Some-
 times Seldom

16. How well does your child succeed in school?
Very well _____
Good _____
Average _____
Fair _____
Poor _____

14. Can you read your child's handwriting?
Often Some-
 times Seldom

17. How well can your child read at home?
Very well _____
Good _____
Average _____
Fair _____
Poor _____

15. Can your child spell?
Often Some-
 times Seldom

18. Can your child understand what he or she reads?
Very well _____
Good _____
Average _____
Fair _____
Poor _____

19. Can your child read directions?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

22. How well can your child multiply and divide?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

20. Can your child make change at the grocery store?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

23. Can your child estimate numbers and distance?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

21. How well can your child add and subtract?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

24. How well does your child measure?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

25. How well does your child like school?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

28. How well can your child spell?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

26. How well does your child succeed in his or her favorite subject?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

29. Can you read your child's handwriting?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

27. How well can your child do his or her homework?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

30. Can your child talk about a subject in sentences?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

31. How well can your child describe things?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

34. Can your child speak another language other than English?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

32. Can your child speak clearly?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

35. Can you child sound out words?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

33. Can your child express his or her thoughts?

Very well _____
Good _____
Average _____
Fair _____
Poor _____

APPENDIX K

DESIRED OUTCOMES

Desired Outcomes: Early Childhood

The basis for assessing effectiveness of early childhood Chapter 1 programs is **progress toward desired outcomes**, because early childhood programs serving preschool, kindergarten, and grade one are not required to report aggregate achievement performance data.

A desired outcome is a **goal statement or measurable objective** which focuses on what children will learn and accomplish as a result of their participation in the Chapter 1 program. The desired outcome should be stated in terms of the skills that *all* children are expected to master.

Desired outcomes may be expressed in terms of promotion, progress in the regular program, and/or mastery of curriculum objectives. These desired outcomes are stated in the LEA application. The assessment of desired outcomes may involve use of developmental checklists, criterion-referenced tests, observational scales, teacher ratings, skill mastery checklists, retention records, and other data needed to document the program's effectiveness.

A desired outcome should contain a . . .

Goal -- What the children are to learn or accomplish;

Outcome Indicator -- What will be used to measure achievement;

Standard or Performance Level -- What level of achievement will show substantial progress; and

Time Frame -- Over what period of time measurement will occur.

Desired outcomes should reflect the **experience, focus, and needs** of the particular Chapter 1 project and/or program.

Factors selected to be targeted should be related, directly or indirectly, to student achievement. Attributes of program effectiveness might be useful for identifying and targeting desired outcomes related to those factors which facilitate or enable student achievement. However, difficulties can arise with regard to instrument reliability and quantification of results.

Five Checkpoints in Developing Desired Outcomes

1. Be important to the success of the program.

Desired outcomes should reflect the basic goals of the Chapter 1 program -- to improve the educational opportunities of educationally deprived children to:

- succeed in the regular program;
- attain grade/age-level proficiency; and
- improve achievement in basic and more advanced skills.

2. Receive emphasis in the instructional program.

One of the important benefits of developing desired outcomes for the Chapter 1 early childhood program is to focus the efforts of Chapter 1 staff and classroom teachers toward reaching the desired outcomes. *Desired outcomes*, in order to be reached, *must be understood by instructional staff and receive emphasis in the day-to-day instructional program.*

3. Be attainable, yet challenging.

Perhaps the most difficult part of developing desired outcomes during the first year or two is setting suitable standards or performance levels. Specific, baseline data to use in making performance-level determinations may not be readily available. In many cases, however, there is some data available that will help in setting performance levels that are both challenging and attainable.

4. Not require unreasonable efforts to measure.

Some outcome indicators may sound good when they are written into a desired outcome, but can present difficulties in the data gathering stage. An example of a difficult indicator could be a student's average math grade for the year. Unless the report card or cumulative record card calls for this single average grade, it would require a great deal of effort to average the grades for the four or six marking periods or the two semesters. A better outcome indicator may be a single nine-week or semester grade.

5. Specifically address projects or services below grade 2.

Since pre-post testing (aggregate performance data) is not required for Chapter 1 students below grade 2, it is very important for one or more desired outcomes to address goals for these projects and students.

Desired Outcomes for Grades K - 1

LEAs are required to evaluate all components of their Chapter 1 project and/or program. Grades 2 - 12 are minimally evaluated by means of pre-post testing plus desired outcomes. For grade 2 and below, only desired outcomes are required.

Desired outcomes have to be customized to be appropriate for each, particular early-childhood program.

The following examples are actual desired outcomes contributed by school district staff from several different geographic areas of the country. These are samples of desired outcomes being developed in the field and reflect local decisions. They are not intended to present required models nor do the numbers and percentages reflect state or federal required standards.

Example 1: Chapter 1 kindergarten students will attain the skills necessary for successfully starting grade 1. Progress toward meeting this goal will be measured by the end-of-year checklist completed by the kindergarten teacher [The measure could also include teacher survey, grade card, number of books read, portfolio of student work over time, etc.]. At least 75% of the students will reach 80% of the objectives expected of all students entering grade 1.

Example 2: First grade Chapter 1 students will master the skills expected of grade 1 students as outlined in the first grade curriculum guide. Success will be measured by a student's promotion to grade 2. Over the three-year period the promotion rate will increase from its present 83% to 95% of Chapter 1 first graders. For the first year the promotion rate will improve to 88%, the second year to 92%, and the third year to 95%.

Desired Outcomes for Grades K - 1 (Cont.)

Example 3: 85% of participating Chapter 1 students will read, or have read to them, a minimum of ____ books during the school year as tabulated by Chapter 1 teachers and parents.

Example 4: Via survey, ____% of the Chapter 1 K-1 students will be judged by their regular classroom teachers to be making satisfactory progress in the regular school program. The appropriate K and Grade 1 surveys will be developed in coordination with the Chapter 1 teacher. The time frame will be from first grading period to third grading period.

Example 6: Chapter 1 first grade students will show significant improvement in their pre-reading and reading ability as measured by the _____ Test. The test will be given in the fall and spring and can be criterion-referenced when used below grade 2. (Fall-spring testing is permissible below grade 2 and NCEs are not required.) There will be an average NCE gain of +2.

Writing Desired Outcomes: A Workshop Activity

A Chapter 1 Extended-Day Kindergarten Scenario

The Chapter 1 extended-day kindergarten program involves kindergarten students who attend school for a full day. A half day is provided by the district in the regular kindergarten program, and the students attend the other half day at Chapter 1 expense. The overall goal is for Chapter 1 students to be able to start grade 1 on a par with other students. Children are identified and selected for involvement on the basis of their individual pre-school assessment administered during the previous spring and summer. The assessment measures development in the areas of:

Language,
Body Awareness,
Gross and Fine Motor Skills,
Mathematical Concepts, and
Social Adjustment.

There is an individual student record card for all kindergarten students that parallels the development areas of the pre-school assessment and the kindergarten curriculum. The card is kept up-to-date by the regular kindergarten teacher and follows the student to first grade. The school district does not administer any standardized tests to kindergarten students.

Develop a desired outcome for this program based on the information given above, your knowledge and experience regarding early childhood education and Chapter 1, and other assumptions you wish to make regarding the kindergarten program.

Goal --

Outcome Indicator --

Standard or Performance Level --

Time Frame --

Desired Outcome:

APPENDIX L

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

This will help you identify the strengths and needs of your program and set priorities for your own efforts in enhancing your developmental appropriate assessment techniques.

PART I

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

- 1 = not yet/rarely/to a small degree
- 2 = sometimes/to a moderate degree
- 3 = usually/frequently/to a great degree

NOTE: You can repeat the process when you want to monitor your own progress and/or continue to set new objectives for your program.

- _____ 1. I accept, value and plan for a broad range of developmental levels and welcome children with a variety of skills.
- _____ 2. I use the results of developmental screening to alert me to the need for further diagnostic assessment, not to place children in programs or to discourage entry into my program.
- _____ 3. I use test scores (if readiness or developmental screening tests must be used) to make initial instructional decisions about each child, not to create barriers to school entry or to attempt to group children into separate, homogeneous classrooms.
- _____ 4. I evaluate the results of formal screenings and tests in light of each child's daily classroom behavior.

* This instrument was adapted for Chapter 1 use from a Connecticut State Department of Education publication (ED 319520).

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

PART II

Do you collect ongoing information describing children's behavior and growth?

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

- 1 = not yet/rarely/to a small degree
- 2 = sometimes/to a moderate degree
- 3 = usually/frequently/to a great degree

- _____ 1. I take time to observe children's behavior and growth on a daily basis to identify individual needs and to ensure that children are involved in a variety of areas of the program.
- _____ 2. I record my observations on a daily basis.
- _____ 3. I use a variety of methods to study and record each child's development and current level of understanding. For example: (check any data collection approaches used)
 - _____ I spend at least 10 minutes at the end of each day to jot down observations.
 - _____ I select a different group of children to focus on at regular/weekly intervals for individual note keeping.
 - _____ I use checklists to record frequently observed physical, social-emotional and intellectual developments and/or use self-recording forms completed by children.
 - _____ I save dated samples of work of each child.
 - _____ I keep a small note pad or clipboard handy at all times for recording observations and anecdotes.
 - _____ I use a camera to record non-permanent products such as block construction and organization of dramatic play.
 - _____ I use audio and video recording equipment to augment observations.
- _____ 4. I regularly use my observations and other records to identify and respond to children's changing needs.

- _____ 5. I look for patterns of behavior exhibited at different times and in different situations.
- _____ 6. To meet the diverse needs of each child, I focus on both children's areas of strength and weakness.
- _____ 7. I observe children's behavior in spontaneous, self-initiated activities as well as in teacher-initiated activities and routines.

PROFILE OF DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES

PART III

Does your program set developmentally appropriate outcomes?

Instructions

To use this instrument, read each item then indicate the degree to which your program presently meets that criterion:

- 1 = not yet/rarely/to a small degree
- 2 = sometimes/to a moderate degree
- 3 = usually/frequently/to a great degree

- _____ 1. I use my observations to build developmentally appropriate expectations for each child.
- _____ 2. I set individual, realistic goals so that each child is challenged and supported.
- _____ 3. I communicate in a positive, nonthreatening and encouraging manner to promote children's feelings of success and to develop children's capacity of learn from mistakes.
- _____ 4. I work to identify and respond to children's special needs and different learning styles.
- _____ 5. I use my observations to build short long range plans for the group.
- _____ 6. I assess regularly the suitability of classroom organization, room arrangement, management, routine and program content for the children's changing development.
- _____ 7. I consider all aspects of development--physical, social-emotional, cognitive and creative--in setting goals and formulating plans.

* This instrument was adapted for Chapter 1 use from a Connecticut State Department of Education publication (ED 319520).